



External Influences

Moving Forward

Presented by Lynn Greenwold, OBE
at Patoss Annual Conference 30 March 2019

Today

- Exploring policy and practice changes
- Shared experiences, challenges, solutions
- What members report
- Impact on professional practice and learner support
- What Patoss is doing now and for the future

Opportunity for questions at the end



The Rose Report

The 'Dyslexia
Debate' - again!

DSA
'Modernisation'

Local Authority
policies

SEND Code of
Practice

DSA evidence
changes

Funding cuts

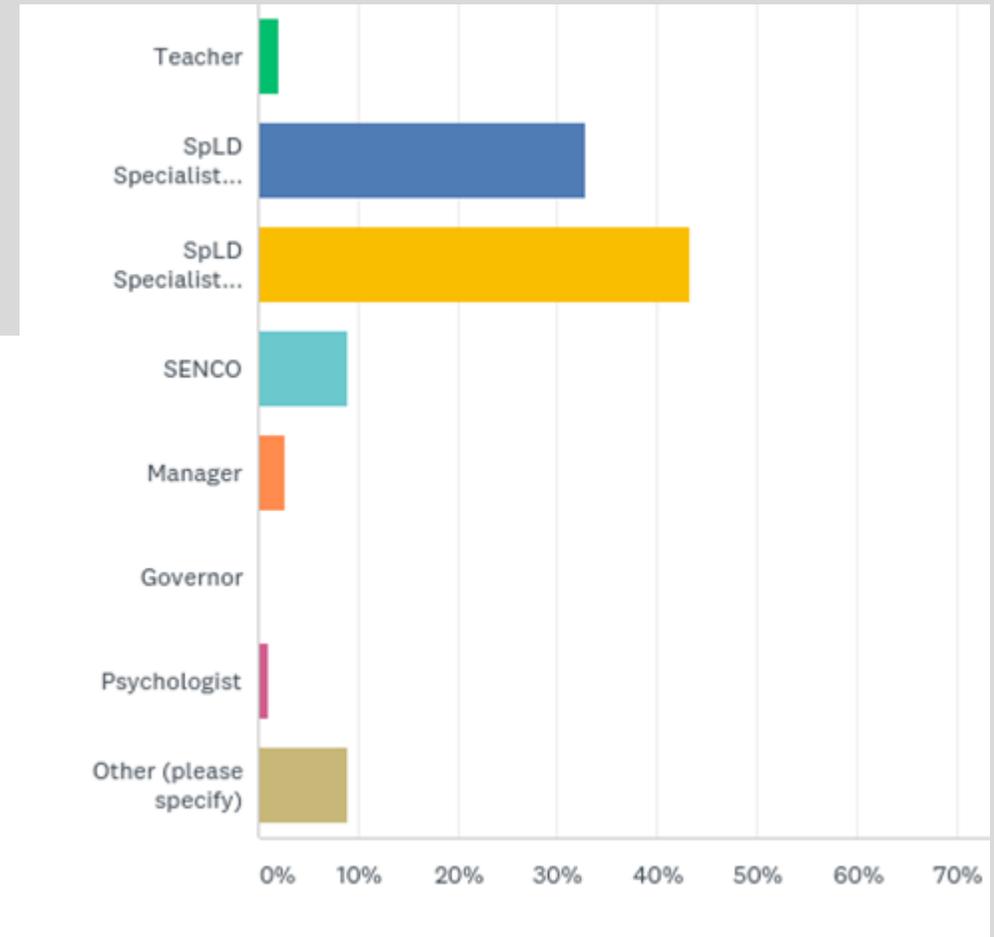
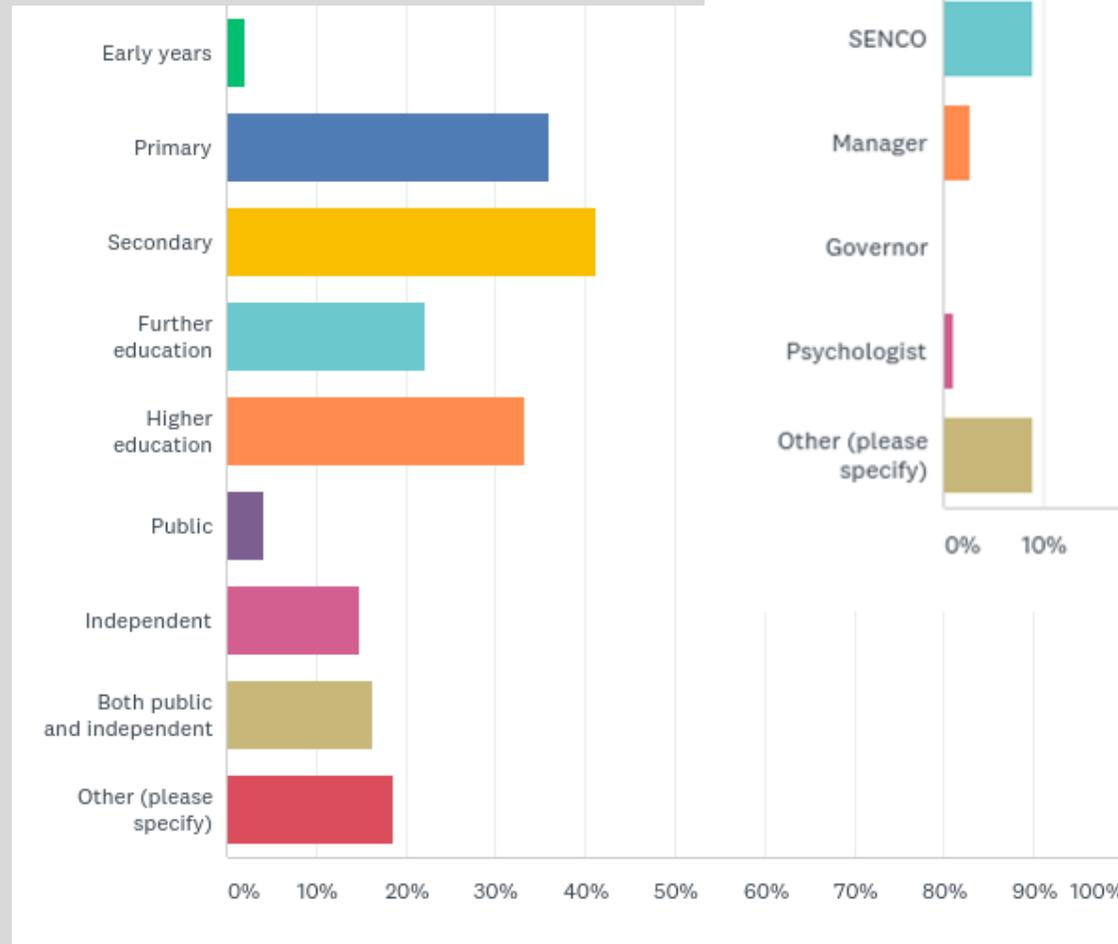
and.....



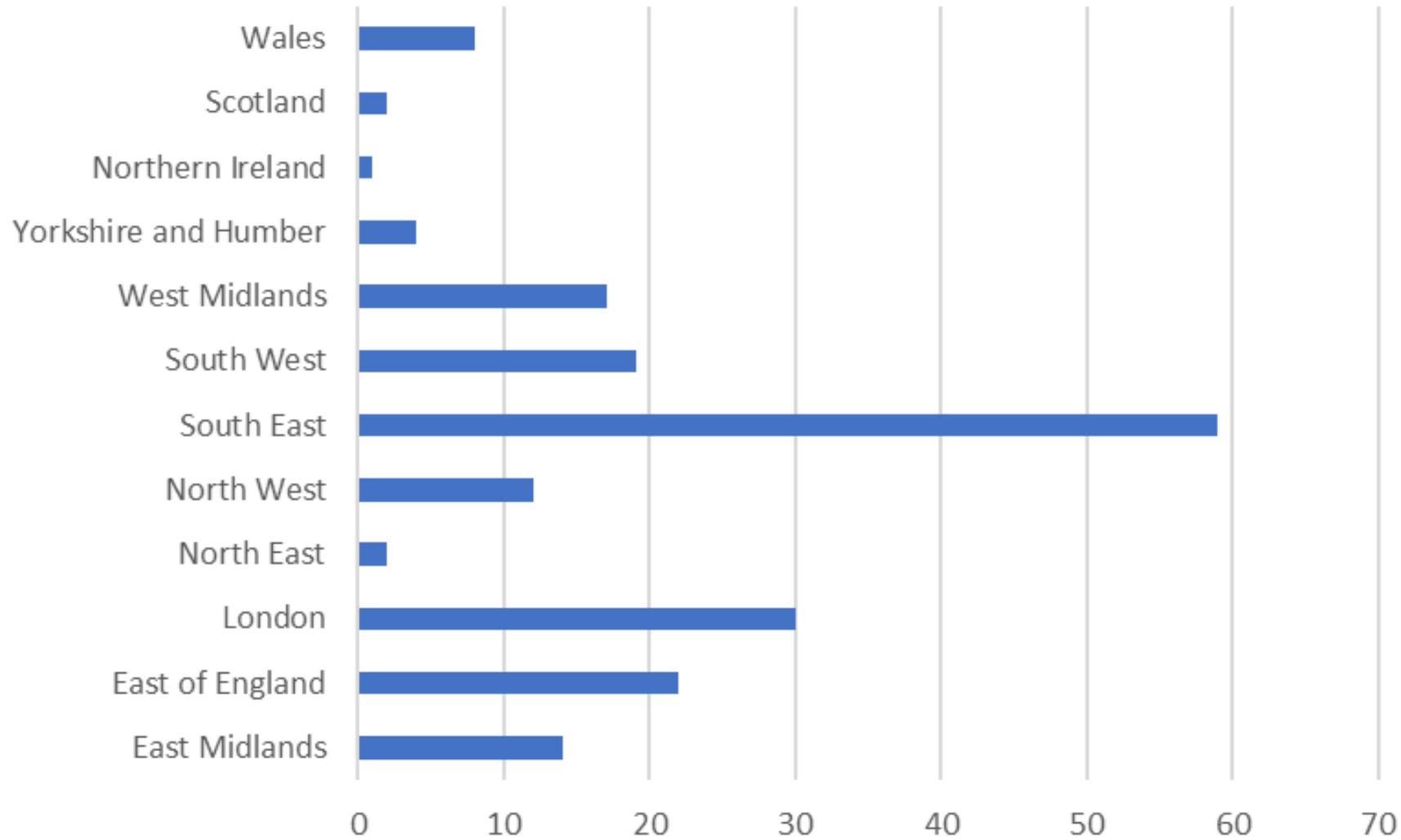
Hearing from members

189 responses
working across the
full range of provision

Including 62 from
Patoss local group
members

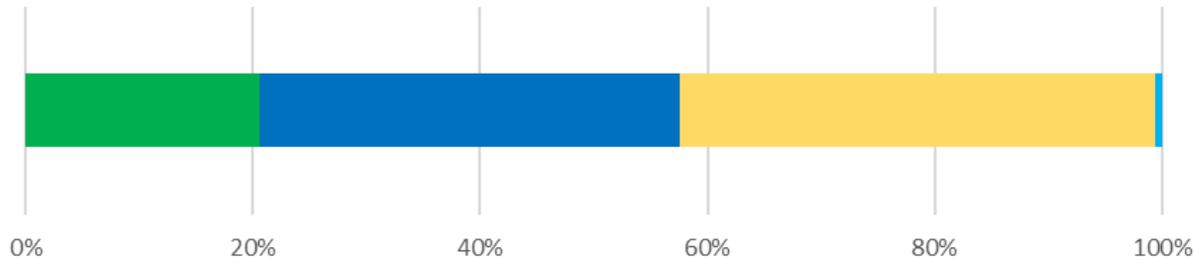


Region where school, college or setting

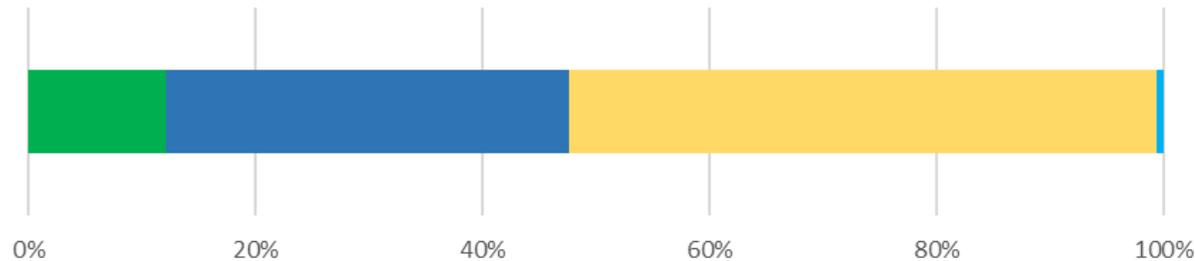


Rose Report [2009] – in setting

Rose impact on practice/setting



Rose impact on learners



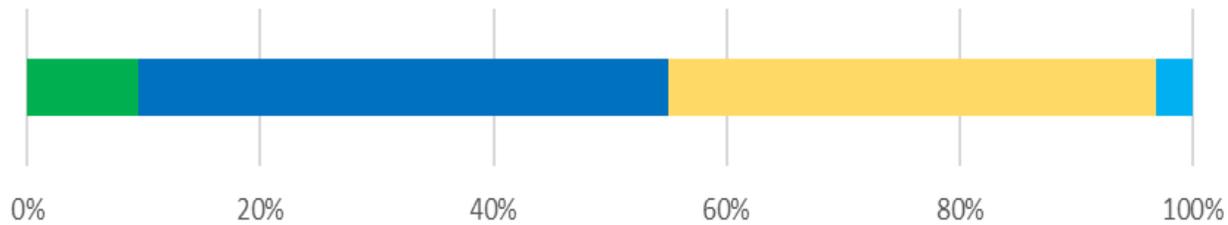
■ Extremely positive impact ■ Somewhat positive ■ Neither positive nor negative
■ Somewhat Negative ■ Extremely negative

- provided useful definition
- meant dyslexia taken more seriously in educational settings paving the way for specialist teacher to be employed
- contributed to the growing awareness of SpLD publicly and amongst teachers.
- encouraged individual CPD and boosting outcomes for learners
- encouraging whole school training
- better understanding among parents and learners

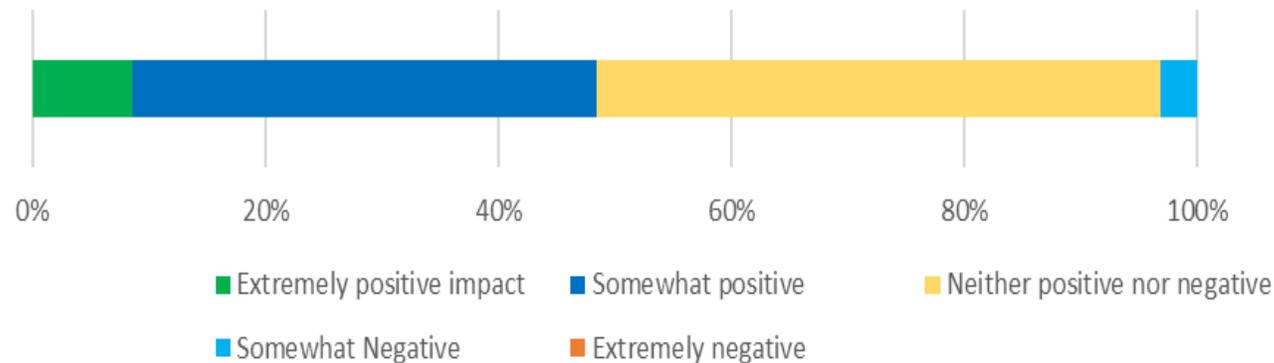


Code of Practice [2015]

SEND Code of Practice impact on practice/setting



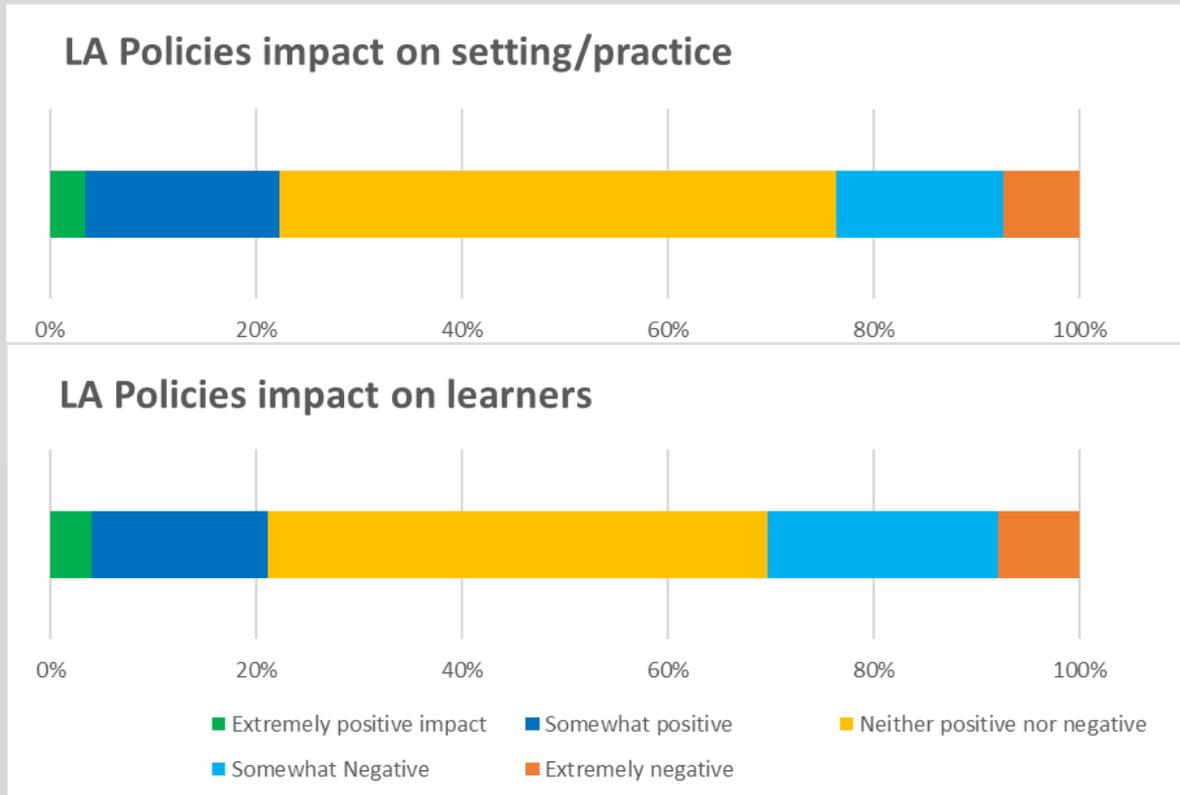
SEND Code of Practice impact on learners



- Impossible to meet expectations of parents
- Bureaucracy and lack of funding/EHCP from LA
- More rigorous approach to Assess-Plan-Do-Review evident
- Provides more validation for specialist communicating with mainstream
- Only as good as management team commitment

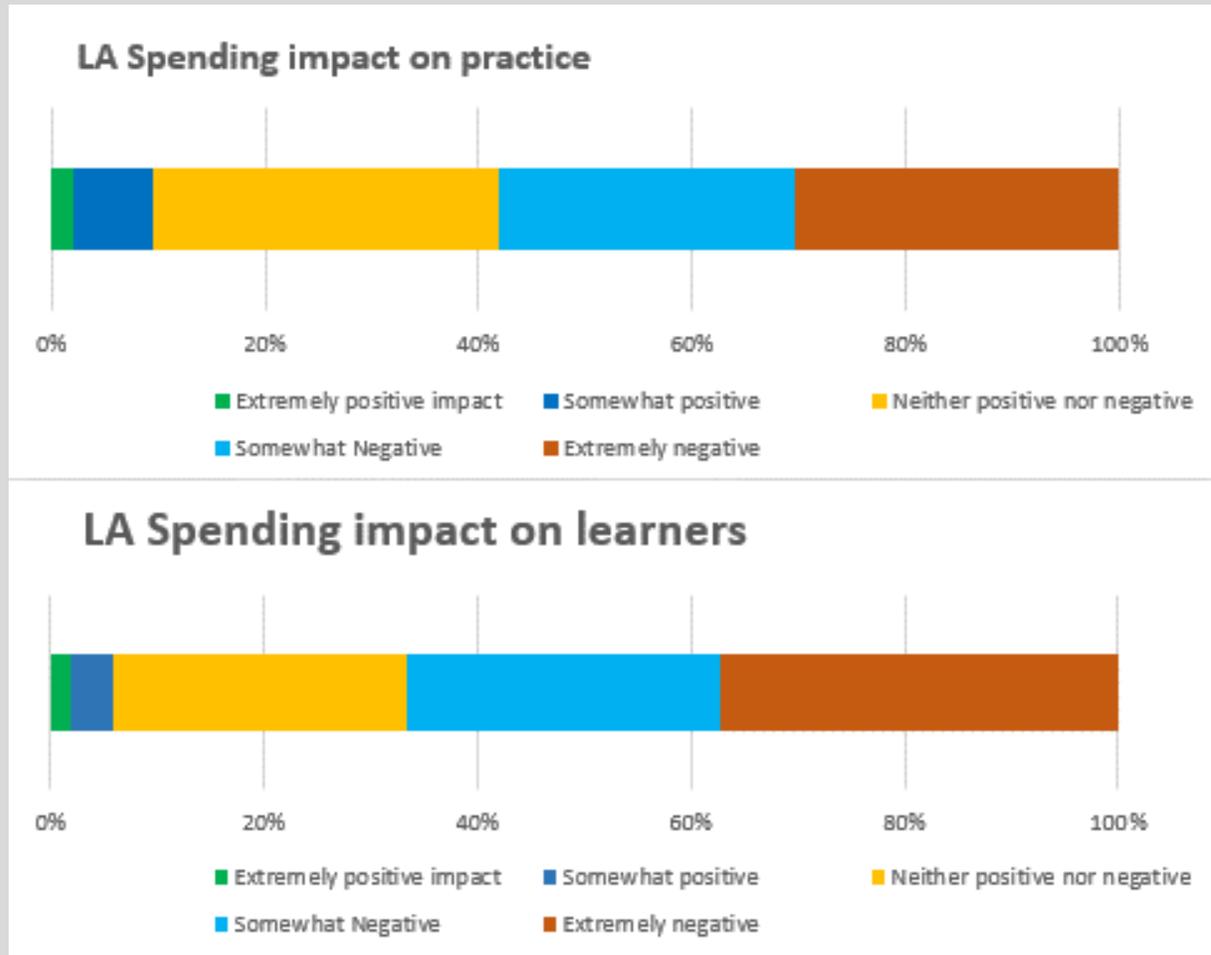


Local Authority policies



- Little provision at secondary
- Reliance on catch-all programmes
- Literacy difficulties not prioritised over other conditions, limited funding and time allowed
- Increasing numbers excluded – many with language/literacy difficulties
- Support ‘pot luck’ for children
- Commendable level of 'wave 2' intervention seen

Local Authority spending



- Cannot implement what children need and recommended
- Independent assessors called in more often
- Lack of funds mean schools prioritise disruptive children
- Pupils put on computer rather than small multisensory
- Support time watered down

Impact on Learners seen as much more negative with 66% negative



Local

Cambridgeshire

Net Current Expenditure *
£ thousand

EDUCATION SERVICES

110 Early years	39,676
120 Primary schools	160,402
130 Secondary schools	19,391
140 Special schools and alternative provision	34,722
145 Post-16 provision	3,060
165 Other education and community budget	31,747
190 TOTAL EDUCATION SERVICES (total of lines 110 to 165)	288,998

Financial reserves levels at start and end of 2018-19

	At 1 April 2018 £ 000	At 31 March 2019 £ 000
1011 Estimated schools reserves level	21,893	21,893
1014 Estimated public health financial reserves level	2,302	2,064
1015 Estimated other earmarked financial reserves level	28,521	35,416
1016 Estimated unallocated financial reserves level	25,803	29,786
1020 Prior Year Adjustments	0	



**Local authority revenue expenditure and financing England:
2017 to 2018 individual local authority data – outturn**

Published 23 August 2018

Last updated 21 March 2019



Local Authority Spending

- **Pupil premium:
funding and
accountability for
schools.**

Applies to: **England**

Funding for financial year 2018 to 2019



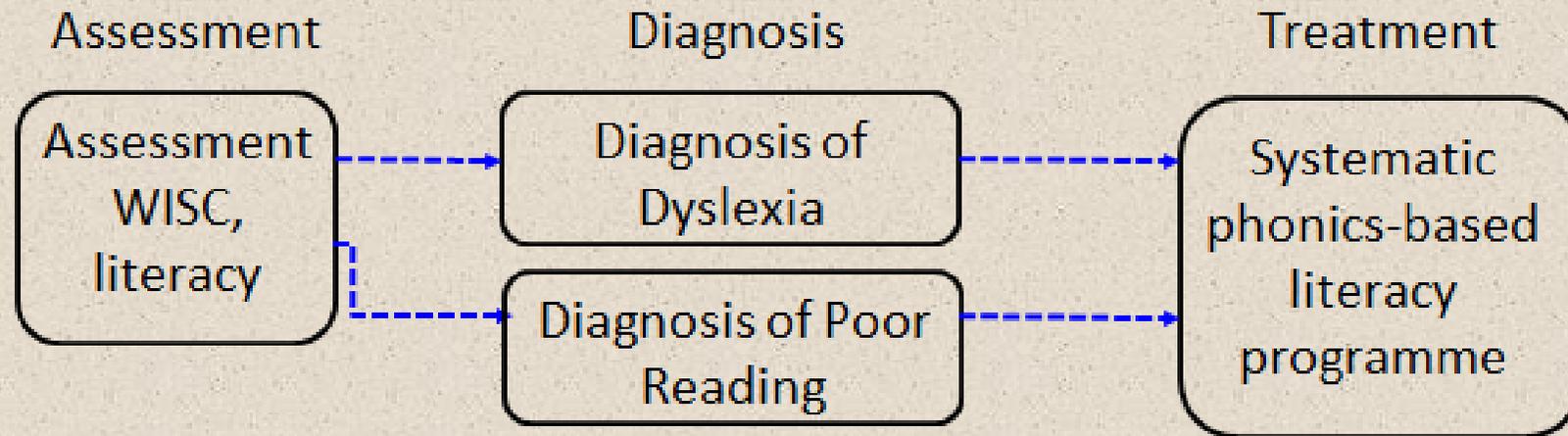
**Pupil Premium Annual Statement
2016 – 2017**

Spending Report and Impact Evaluation

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>



Deficit-based Statutory Support in School (UK) Elliott's Critique (2005 onwards...)



1. The Assessment is lengthy and complex
2. The Diagnosis depends on identifying a discrepancy between IQ and reading performance
3. Following a diagnosis of dyslexia, a systematic phonics programme is recommended, following current best practice
4. Following a diagnosis of 'not dyslexia', a systematic phonics programme is recommended, following current best practice
5. Why do a diagnosis at all!?

R Nicolson, Patoss Conference, 30 March 2019

Resolving the 'Dyslexia Debate'

- Support many types of learning difference
- One size does NOT fit all
- Good assessment points way to effective positive support



“Allowing a student with a hidden disability (ADHD, Anxiety, Dyslexia) to struggle academically or socially when all that is needed for success are appropriate accommodations and explicit instruction, is no different than failing to provide a ramp for a person in a wheelchair”.



Key factors for good progress

- Involvement of a specialist teacher
- Good assessment
- Work tailored to challenge pupils sufficiently
- Commitment from school leaders

From OFSTED: Inclusion: does it matter where pupils are taught? **2006!!!**



Focus for schools

- Don't let our learners 'fall through the net'
- Assess strengths and difficulties,
- Closely monitor progress AND get the right support in place quickly!
- Excellent research is out there to guide effective practice.



Campaigning

- Funding
 - Query Local Authority school reserves vs SEN support
 - Audit Pupil Premium allocation
- Greater focus on what happens to those children who have not made enough progress by the end of Key Stage 2
- Local Groups eyes and ears input



How members are addressing these challenges

- Encouraging continuous feedback to/from parents
- Sharing information with class teachers/schools
- In-house training to learning assistants
- Keeping up to date
- Lobbying locally
- Extending links to schools



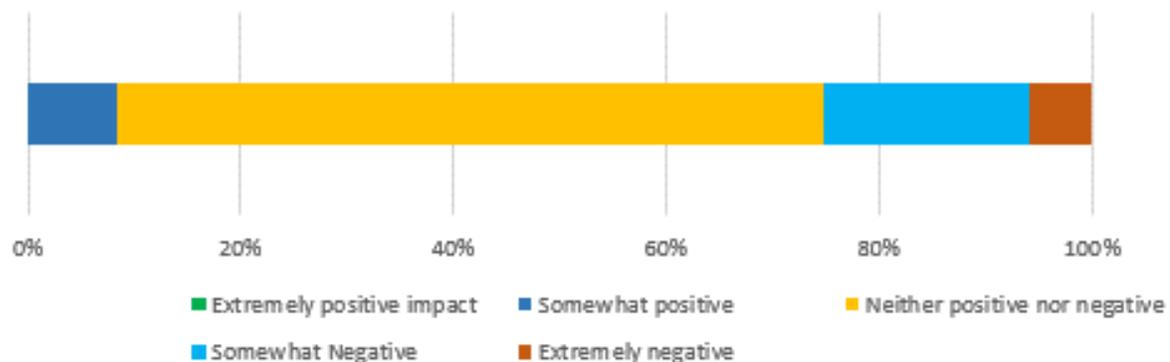
Main challenges making an impact on your learners

- Funding
- Early identification
- Support
- Training for teaching staff
- Increased literacy focus (SPAG)
- Testing

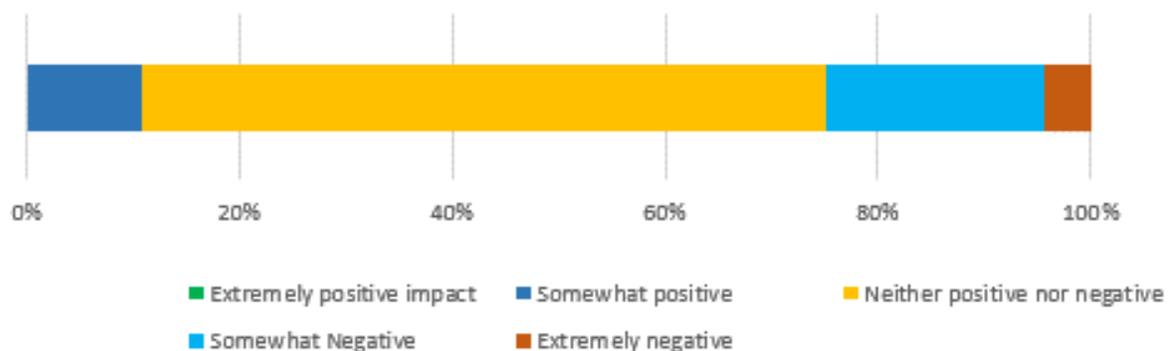


DSA 'modernisation'

DSA 'Modernisation' impact on practice



DSA 'Modernisation' impact on learners



- Unnecessary level of bureaucracy with no discernible benefit to students
- Privilege agency over individual providers
- Lack of consistency of DSA support
- Inclusive practice in universities desirable
- Have diversified practice



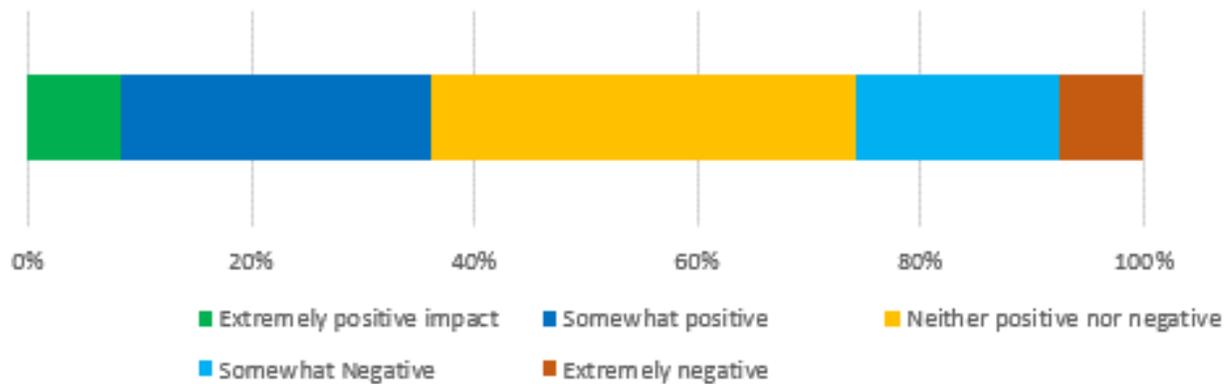
New DSA evidence guidelines

DfE Principle Reason:

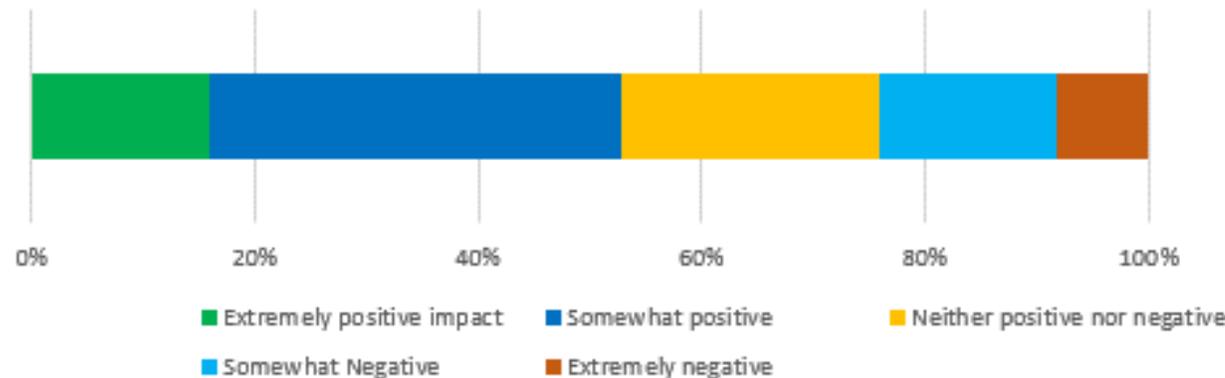
Dyslexia/SpLD is a lifelong condition so a valid diagnosis should be acceptable regardless of age of learner

- Concerns: out of date
- Benefits: less cost for parents
- New APCs awarded on basis of qualification regardless of when completed [open through March 2020]

DSA new evidence requirements impact on practice



DSA new evidence requirements impact on learners



Pre-16 reports

- SASC guidelines are required to be met for any report being used as evidence for DSA of a Specific Learning Difficulty, regardless of the age of the candidate. Therefore for reports to be acceptable for DSA evidence, the author must hold a current SpLD APC or be HCPC registered at the time of the assessment and follow SASC guidelines.
- New APCs will be awarded on basis of qualification regardless of when completed [open through March 2020]



Extended Life for diagnostic assessments

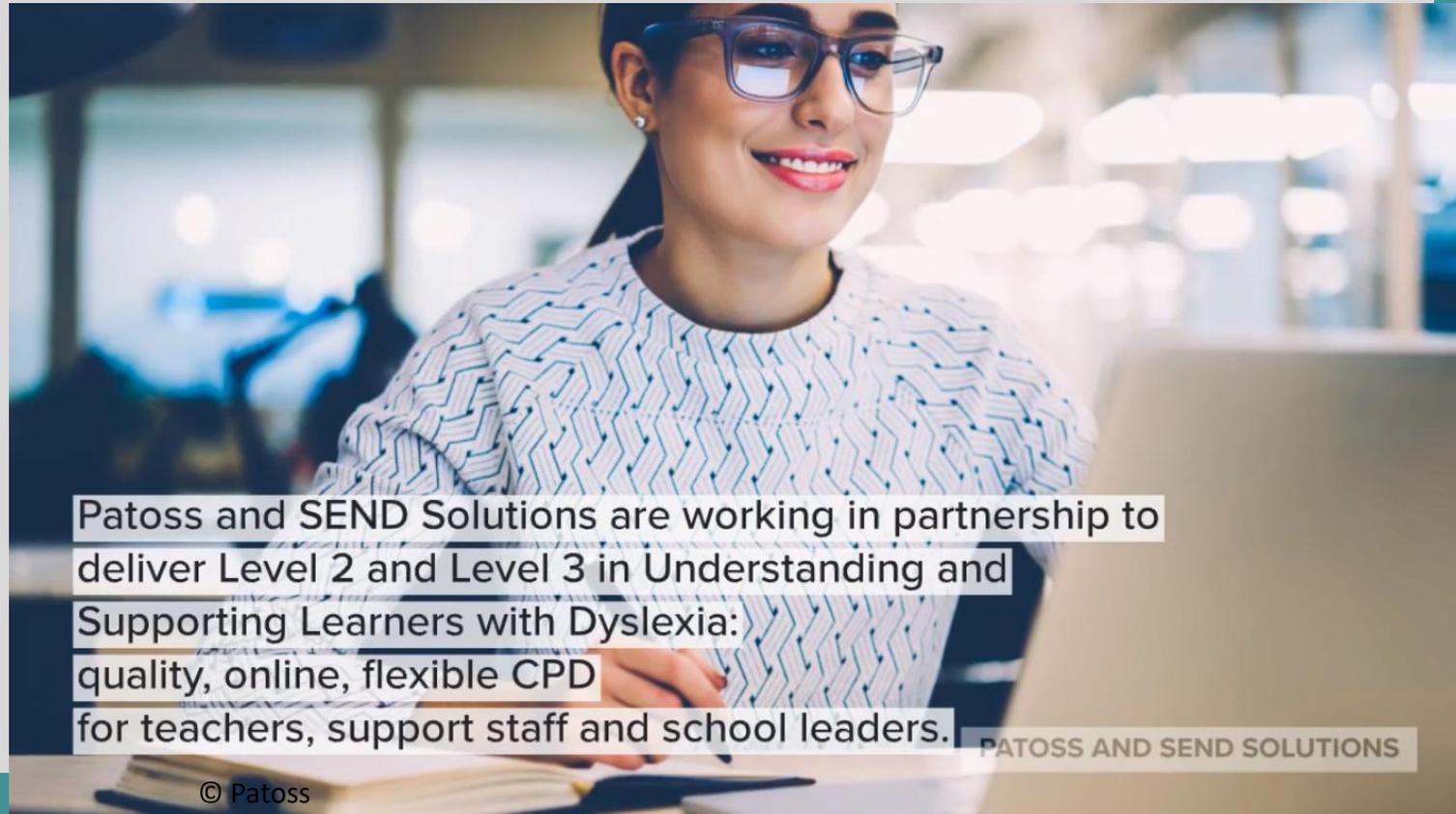
The Qualifications Issue

- Pathway to APC
- Window of opportunity for qualified assessors



Training

- Training for mainstream and support staff
- Understanding and Supporting Learners with Dyslexia
- Leading to Patoss Affiliate membership



Patoss and SEND Solutions are working in partnership to deliver Level 2 and Level 3 in Understanding and Supporting Learners with Dyslexia: quality, online, flexible CPD for teachers, support staff and school leaders.

PATOSS AND SEND SOLUTIONS

Campaign focus

- Funding
- Greater focus on what happens to those children who have not made enough progress by the end of Key Stage 2
- Lobby DfE for meaningful support at all ages
- Lobby OFSTED
- Maintaining strong presence with key organisations



How can Patoss help with these challenges

- Training for mainstream staff
- Additional training focused on teaching
- Continuing to support specialist teachers and assessors with training, advice, resources that updates practitioners to new developments
- Maintaining strong links
- Campaigning
- **Strengthen our voice through member participation**



Some additional notes from comments received

- Thank you for the help you provide.
- Local groups should raise their issues to ensure any difficulties with the 'practicalities' of putting new protocols in place are flagged up.
- I am proud to be a member of Patoss
- Thanks to Patoss for training and support for APC renewal process
- Keep up the excellent work! I am particularly impressed by the expert knowledge of your tutors and staff and the professional manner in which they conduct courses and support members.



Thank you for your input

If anyone would like to provide more comments and suggestions to strengthen our campaigning use this link

https://www.surveymonkey.co.uk/r/Exploring_Issues2019



Questions?

