



CASE STUDY REPORT

Inclusion Development Programme (IDP): How Selby Community Primary became a dyslexia friendly school

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This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.

Abstract

Background: The purpose of the study was to increase staff knowledge and understanding of dyslexia and SLCN, and to improve wave 1 provision for pupils with these needs, in order to improve their learning outcomes.

Aims: The main aim of this development work was to increase staff knowledge and understanding of dyslexia and SLCN, and to create a Dyslexia Friendly School with good quality wave 1 provision to enable all pupils to make progress.

Methods: The participants included 23 staff members, the Senior Leadership Team, external agencies, parents/carers, and pupils. The school used an Inclusion Development Programme audit, professional development meetings, lesson observations, and training events to increase staff knowledge and understanding of dyslexia and SLCN. They also used visual timetables, working walls, and multi-sensory approaches to improve wave 1 provision.

Findings: The main findings of this case study are that staff have increased their knowledge and confidence in meeting the needs of pupils with dyslexia, resulting in improved self-confidence and engagement in learning, and fewer behavioural incidents and exclusions.

Implications: The findings of this case study suggest that providing staff with access to resources and dedicated time to engage with the programme can lead to improved wave 1 provision, increased self-confidence in pupils, and decreased behavioural incidents and exclusions.

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Keywords: Primary education

Introduction

What were your reasons for doing this type of development work?

School had identified that staff needed to develop knowledge about the common characteristics of pupils with dyslexia and how to create a Dyslexia Friendly School was a specific target on the school's development plan. The IDP came as a perfect opportunity and seen by the Senior Leadership Team as a good avenue to engage with this work, with an emphasis on good wave one provision.

Who might find this case study useful?

- Support staff
- Carer
- Head of school improvement
- Headteacher
- National Strategies consultant
- Parent
- Senior leadership team (SLT)
- Teacher

Description

What specific curriculum area, subject or aspect did you intend to have impact on?

- All aspects
- All subjects

How did you intend to impact on pupil learning?

The main focus of this initiative was to raise all staff, including the Teaching Assistants (TAs), awareness of the characteristics of dyslexia and the barriers these pupils can face and how to address these so that barriers are overcome through good quality wave 1 provision. The school believes that the avenue to overcoming barriers lay primarily with very good quality first teaching.

What were your success criteria?

With all staff knowledge increased and all at a minimum baseline level of understanding and competency it was intended that this would impact on pupils' independent learning. Their access to teaching and learning opportunities would increase to enable all pupils to make at least good if not better progress.

What information or data did you use to measure progress towards your success criteria?

- CVA data
- Periodic teacher assessment
- Pupils' work
- Test results

Describe the CPD approaches you used

The IDP audit was deployed for both dyslexia and Speech, Language and Communication Needs (SLCN) by all staff - 23 people altogether. Following the audit, the Senior Leadership team (SLT) could see that there was a wide variance of confidence and knowledge. The Lead for Inclusion, who is also part for the SLT, coordinated and led the programme of development with close collaboration and full support of the Headteacher. This was

essential to drive the programme forward.

The school had already decided to focus on improving dyslexia awareness across school so only this aspect of the IDP was used in the first instance.

The Lead for Inclusion supplemented the IDP with information available from the LA such as the NYCC Handbook on Dyslexia and materials and information from the 5 day dyslexia course which she had previously attended. These materials were also placed on the school's learning platform for all staff to access.

The Lead for Inclusion used professional development meetings (PDMs), one per term, to introduce the topic and direct the learning. The staff were then given dedicated time during a PDM to work in pairs or individually on-line for approximately 1½ hours. This was sufficient time in the first instance. Staff needed this directed time to ensure a focused session was dedicated and support was available from the Lead for Inclusion and the Headteacher for those who required it. Navigation through the programme was more problematic than the actual content.

The SLT used lesson observations to note the impact of the improved wave 1 provision as well as school data and scrutiny of lesson plans.

What CPD materials, research or expertise have you drawn on?

5 day dyslexia course

Who provided you with support?

- External agency
- Senior management

How were you supported?

The school was supported through training events held by North Yorkshire County Council and the supporting online resources of the Inclusion Development Programme. Within school two members of staff had received specific Dyslexia training which was also used to support whole school staff development.

Impact

What has been the overall impact on pupil learning?

All children, including those with Dyslexia and Speech, Language and Communication Needs (SLCN) have personalised learning targets. Progress data and end of Key Stage CVA data has improved rapidly year on year.

Quotes you think are relevant to overall impact on learning

Classrooms are bright, inviting and well organised.

Ofsted, 2009

Pupils see themselves as partners in learning with their teachers and typically say that because they put in a lot of work you know what you need to do to improve and we try hard to do it.

Ofsted, 2009

Pupils are aware of their targets and know what to do to improve.

Ofsted, 2009

The teachers help me to be the best at everything that I do.

Pupil conferencing

Quantitative evidence of impact on pupil learning

- CVA data
- Periodic teacher assessment
- Test results

Qualitative evidence of impact on pupil learning

- Logs or interviews
- Observation outcomes
- Pupil consultation data
- Pupils' work

Describe the evidence of impact on pupil learning

- Staff noted an improvement in self confidence in the pupils. Pupils are more willing to engage with tasks and learning opportunities and appear to enjoy their lessons. For example this is evidenced by the way the pupils have continued to discuss and talk about their learning after the lesson has ended in the playground and to other members of staff and to parents/carers.
- Y6 children have positively engaged with booster lessons “because they are fun” and their positive approach to end of year National Curriculum tests has been the talk of the staffroom!
- As this is a wave 1 provision it is difficult to see immediate quantitative approaches as this is the beginning of a long process.

What has been the impact on teaching?

- All staff have heightened awareness of the impact of dyslexia on their pupils and how to overcome the barriers. Staff have worked collaboratively to share ideas on how to enhance or change provision, such as visual timetables, working walls, and embellished multi-sensory approaches.
- School has altered policies such as introducing a joined cursive script from the foundation stage as it has been recognized that this is good for all children and not just those with dyslexia, making it very inclusive.
- School are developing ‘Inclusion Passports’ for all children throughout the school which clearly indicates the pupils views and those of their parents/carers, their preferred learning strategies, learning style and interventions and progress to indicate that the child is ‘on track’ with their learning. Additional key information, reasonable adjustments to the teaching as well as strategies that do not work for the child is also included. These are used at all stages of transition, for parents/carers and for the pupil as well as each class teacher.

Evidence of impact on teaching

- Evidence from observation and monitoring
- Teacher perceptions

Describe the evidence of impact on teaching

- The number of lessons observed that were judged to be good or outstanding rose significantly during this period to 68%.
- The number of behavioural incidents and exclusions had also decreased dramatically. As evidenced

by school data.

- Assessment data is collected by school but at the time of writing the impact of the programme has not yet been analysed. However, continuous assessment for learning principles indicates that progress for pupils identified with dyslexia is good or better.

What has been the impact on school organisation and leadership?

- Having the full and committed Headteacher support has enabled the Leader of Inclusion to ensure that all staff fully embraced this initiative.
- The school have identified areas that are now generic across the school such as 'learning walls' and the 'inclusion passport' and 'visual timetables' and access to different coloured papers.
- Some Teaching Assistants have wanted aspects on dyslexia included in the Performance Management targets.

Evidence of impact on school organisation and leadership

All staff are now aware of good quality wave 1 teaching regarding the Inclusion Development Programme, therefore there is a greater chance that children make expected progress without additional intervention. The leadership team are more fully aware of the needs of all learners and can direct teachers and teaching assistants to good quality resources to enhance learning.

Summary

What is the crucial thing that made the difference?

Having an available resource that allowed staff to move at their own speed and research areas of development in more detail.

What key resources would people who want to learn from your experience need access to?

- A person with heightened awareness of dyslexia and SLCN or a specialist teacher is needed to enable maximum impact prior to engaging with the initiative.
- Access to computers for all staff which is connected to the internet or enough discs to be made available.

What CPD session and resources were particularly useful?

- The initial training by the LA on the IDP
- Inclusion Development Programme

Primary and Secondary IDP (materials for schools)

The 5 day dyslexia course run by the LA

If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

- The self evaluation for staff is the primary starting point.
- The pupil audit is less important as it is thought that what is good for children with dyslexia is actually good classroom practice for all pupils.
- The action plan synchronising with other school action plans already written is essential. Ideally the IDP should be implemented into the whole school development plan.
- Dedicated time for staff to engage with the programme should be timetabled, ideally in PDMs. Staff, especially TAs should not be expected to do this in their own time because other personal

commitments prevent this from being completed within a given timeframe.

- Schools need to adapt the programme to their requirements to meet the needs of their staff as well as the needs of their pupils.
- Knowing how to access key personnel in the LA easily to support the work, e.g. knowing their e-mail addresses, is very helpful.

What further developments are you planning to do (or would you like to see others do)?

School intend to redo the staff audit form to now update it to see if staff feel they have progressed in their knowledge and confidence in meeting needs of pupils with dyslexia.

This review will inform the Year 2 development plan.

The Leader for Inclusion wants to develop her own skills in SLCN and is looking to the LA for dedicated courses, similar to the 5 day dyslexia course to enhance her skills. She will refresh her knowledge of the 'Lets' communicate' and 'Let's target communication' CDs from the LA and other National publications and resources before embarking on the SLCN programme with staff.

The autism IDP will be postponed until March 2010 at the earliest to allow school to embed the current programme.

The school intends to apply to the LA for the Dyslexia Quality Mark which in turn will enhance their Inclusion Quality Mark.

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This case study was originally published as part of the 'What Works Well' section of the National Strategies for Education in England. The National Strategies were professional programmes aiming for improvements in the quality of learning and teaching in schools in England. 'What Works Well' involved teaching practitioners from all phases and areas of education sharing accounts of real developments which had improved learning and teaching, and made a difference to pupil progress. 'What Works Well' case studies were designed to support practice transfer and include sufficient detail and resources to enable others to implement the effective practice described. They were reviewed by experts prior to publication as 'User Generated Content' (UGC) under a licence which encouraged reuse and derivative works, but which precluded commercial use.

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