

# Dyslexia Outreach

## Working together with your child's school

**PINS: Partnership for Inclusion of Neurodiversity in Schools**

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# PINS

- Improve the education and health outcomes of neurodiverse children
- Strengthen partnerships between schools, parents, and carers
- Provide early intervention for neurodiverse children
- Upskill school staff
- Create inclusive school environments

# Working together



# What the research tells us:

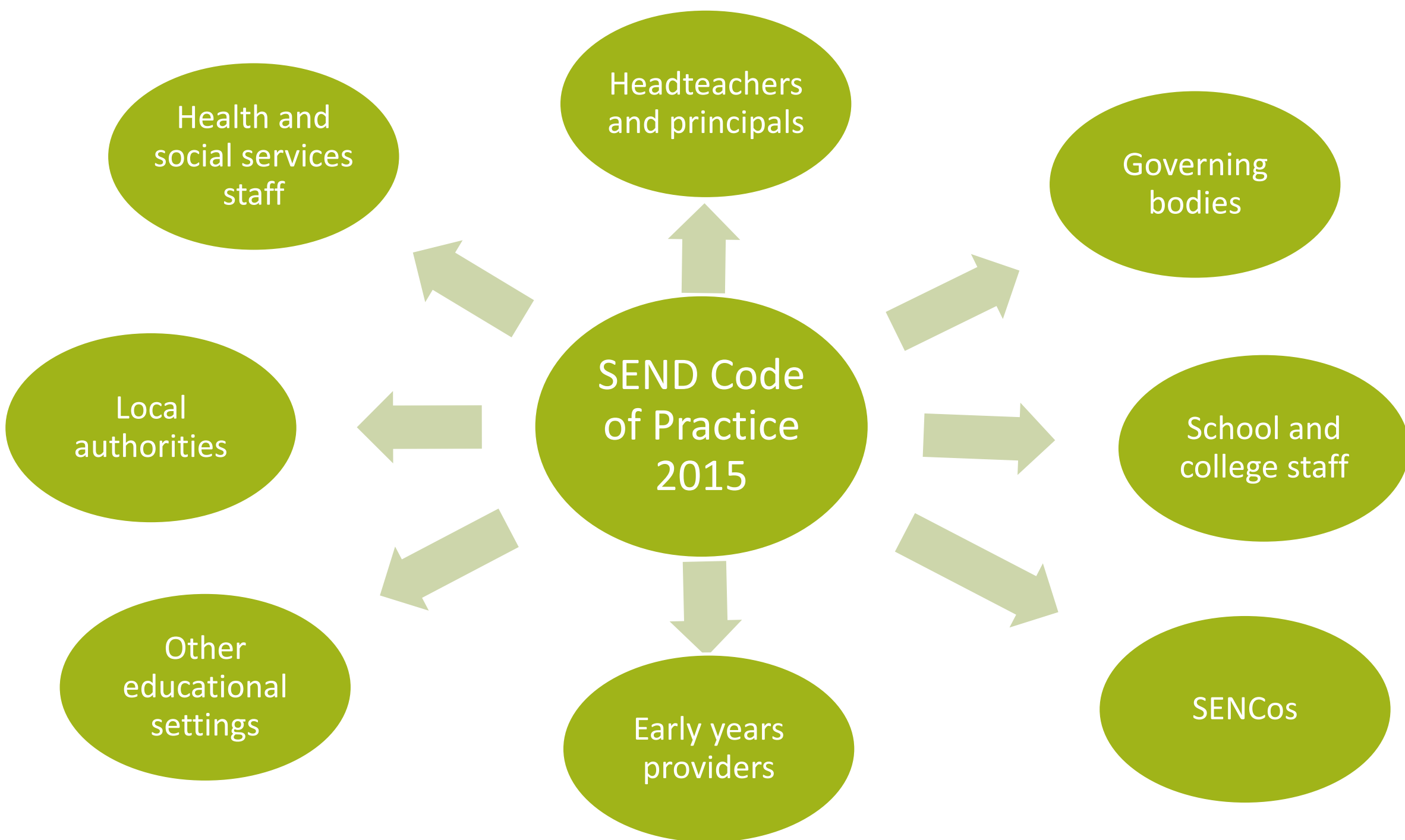
- Parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, **the gains in achievement are significant.**
- Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in the school. It is their **support of learning within the home environment that makes the maximum difference to achievement.**

# What the research tells us:

Parents play a crucial role in supporting their children's learning, and levels of parental engagement are **consistently associated with better academic outcomes**.

Evidence suggests that effective parental engagement can lead to learning gains of **+3 months** over the course of a year.

Education Endowment Foundation, 2021



# SEND Code of Practice (2015)

- *Every school is required to identify and address the SEN of the pupils that they support and must: use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN (6.2)*
- *Schools should ensure that children, parents and young people are actively involved in decision-making (6.7)*
- *Schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required (6.19)*

# Areas of Need

Communication  
and Interaction

Cognition and  
Learning

Social, Emotional  
and Mental  
Health

Sensory and/or  
Physical



# The Graduated Approach



# Role of school

- School has a clear understanding of your child's needs
- Appropriate provision is in place to meet those needs (inc. High Quality Teaching and interventions)
- Support children to be as independent as possible
- Your child's voice and your views have been taken into account in relation to understanding of need and provision offered
- Referrals to specialists/outside agencies if your child is not making progress, despite the school's best efforts
- You are kept up to date, with information on your child's progress, at least once per term
- Clear communication

# Role of parents/carers

- Be proactive
- Keep school up to date with important information, eg: medical diagnoses, family situations
- Ask for confirmation that all key staff have received information, eg: assessment outcomes, family information
- Attend meetings, such as parent/carer consultations and SEN reviews
- Request updates on progress if they have not been received each term
- Question targets/interventions that you feel are not appropriate
- Support learning at home and advise school of any issues, eg: homework
- Follow-up unanswered queries after 2 weeks

# Meeting Preparation

Prepare questions/discussion points in advance

Take a friend

Take pen & paper / discussion sheet

Summarise key points and actions and date before leaving

Follow up discussion with email

**Parent/carer notes: Getting ready for a meeting**

What positive things would you like to say about your child?

What are your main concerns about your child?

What seems to work best for your child?

Does anything seem to increase or emphasise your child's problems?

Why do you think your child is having difficulties?

What do you hope school will be able to do for your child?

Is there anything you can tell the teachers to help them understand your child better?

Are there any questions you would like to ask the teachers/SENCo?

Have you found anything outside of school to help your child?

What help do you need from the teachers or other professionals?

How do you think your child views the situation?

What do you hope the meeting will achieve?

**Pupil notes: Getting ready for a meeting**

What are the good things about school right now?

How do you think you are doing at school?

Are you worried about anything at school?

Is anything at school upset or making you angry?

What sort of things would make school better for you?

What sort of things would make school worse for you?

Can you think of ways you can deal with the difficulties you have at school?

Is there anything you want to tell the teachers?

Are there any questions you would like to ask the teachers?

What sorts of things do you enjoy outside of school?

How can your family help you best?

Who is the person at school you feel you can talk to best if you have a problem?

Soon, you will be having a meeting with your teachers and family; what do you hope will happen at the meeting?

### Discussion/Meeting Record

Date:

Present:

Me	Sharon	Mrs Smith
Mr Jones		

Discussion:

- *Been working on Morph Master for this term.*
- *Made great progress in spelling.*
- *No update on laptop*
- 

Actions:

Who	To do	By when	Done
<i>Mrs Smith</i>	<i>Send home MM activities</i>	<i>31/03/25</i>	
<i>Mr Jones</i>	<i>Will let me know about laptop</i>	<i>02/02/25</i>	

# Transition

Prepare early

Consider  
additional visits

Attend transition  
events

Check all  
information  
received by new  
setting

# Access Arrangements

A diagnosis not necessary for access arrangements

SpLD diagnosis does not automatically lead to access arrangements

Specialist assessment for formal examinations (eg:GCSE, NVQ) from Y9

Medical diagnoses (eg:ASD/ADHD/Anxiety) do not need specialist assessment

All access arrangements must reflect Normal Way of Working (NWOW)

Ensure school provide support on how to use access arrangements effectively









# Dyslexia Outreach Support

## Parent/carer/pupil workshops

- Supporting your child at home
- Transition to Secondary School
- Study Skills and Revision Strategies

## Advice via:

- Email 
- Telephone 
- Online meeting 
- Face to face meeting 

## Contact:

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