



Children's Services

Specific Learning Difficulties [SpLD] Team

1. Executive Summary

Background

This service provides advice and support to help schools with the inclusion of pupils with a range of specific learning difficulties including dyslexia.

We do this by completing assessments and modeling teaching; providing in-service training for teachers and teaching assistants, offering support for parents and foster carers and providing a service for schools to 'buy back' help.

Requests for training and referrals for specific pupil work come almost exclusively from LBTH maintained schools. The service is free apart from the "buy back" element. The team relies on schools, to a certain extent, to be pro-active on behalf of all target groups and raises equality issues in training and in its communication with schools.

We aim to ensure that referred children reflect the range in the local community and seek to promote and support inclusive practice in the classroom

Rationale behind the policy and its delivery

The LBTH Strategic Plan

The LBTH Equal Opportunities Policy

The LBTH Children and Young People's Plan:

Being Healthy: improve the emotional wellbeing and mental health of children

Staying Safe: protect children from the risk of harm and neglect, sharing information through THIS Child to track vulnerable children; reduce youth involvement in crime and anti-social behaviour; promote multi-agency response;

Enjoying and Achieving:, Identifying early those at risk and intervening early to reduce underachievement; maintain strong focus on securing best possible outcomes for looked after children; work alongside parents to ensure inclusive effective education Raising Attainment by Improving Access and Inclusion (including support for schools to develop inclusive practices that address the SEN Code of Practice, and the Disability Discrimination Act; and support for vulnerable children, those at risk of exclusion or in public care) Support for Schools Causing Concern,

Making a Positive Contribution: Increase participation of children and young people in decision making;

Achieving Economic Well-being: Improve quality of guidance and advice to young people with learning difficulties or disabilities and increase education to employment support.

2. Data Collection & Consultation

Data Collection

Diversity Monitoring of Staff

Ethnicity monitoring of referral forms from schools

SLS Annual Survey to schools

Review of SEN Services in LBTH

Consultation

Annual School Survey

SEN Review

3. Key Findings

The allocation of our services to schools does not reflect the ethnicity of the TH population although this is what we are aiming for.

At this stage there is an over-representation of English pupils in the referrals sent by schools.

We want to assess if some groups benefit sufficiently from EAL support or need additional advice/support.

With regards to gender there is a larger percentage of boys being referred, however this is due to the fact that boys are 4 times more likely to be dyslexic than girls.

All the pupils we work with are classed as disabled under the DDA.

4. Conclusions & Recommendations

We are planning to develop a system of collecting data of participants in centrally-organised training.

Discuss with Team the possibility of collecting ethnicity data on parents receiving specific advice.

We need to focus on schools who don't use our service – very few – and encourage them to do so.

Recommendations:

To continue to emphasise in training that dyslexia/specific learning occurs in all ethnic groups.

To continue to address any bias in referrals from schools.

To discuss with Team a strategy to engage the few schools that do not, currently, use our service.

To discuss with PAC a project to develop parental awareness.

To obtain data across all six areas about teaching staff attending training and respond to the data effectively.

To understand and meet the needs of staff better by analysing the Diversity Monitoring Forms.

Action Plan

Recommendation	Key activity	Progress milestones
Address any pattern of a bias in referrals with individual schools	Continue to collate diversity data of referrals sent and met against a background of Core Values and Every Child Matters and use this in discussion with schools and Teams.	<ul style="list-style-type: none"> • In April compare this year's diversity data with last year's • Share and discuss with Team against data of individual school's overall pupil ethnicity.
Meet the needs of staff in relation to Diversity Monitoring Form.	Raise issues at PMR and respond where appropriate.	<ul style="list-style-type: none"> • Collate Diversity Monitoring Forms completed by staff.
Ensure all groups are targeted effectively when running courses centrally.	Distribute diversity monitoring forms at all training	<ul style="list-style-type: none"> • Analyse data after 6 months. • Share findings with Team • Discuss any action necessary to address results
Ensure that the parents with whom we work reflect ethnicity of school population.	Plan strategy with Parents Advice Centre	<ul style="list-style-type: none"> • Ethnicity form given to Team for parents to complete. • Analyse data after 6 months. • Share with Team and PAC