

## [Online Guidance on the SEN Reforms](#)



You will find guidance for schools and local authorities to support implementation of the SEND reforms, for children and young people with literacy difficulties, specific learning difficulties and dyslexia. You can either view the [full guidance](#) or download individual resources including:

- All Case Studies
- Assessing Working Memory
- BDA Style Guide April14
- Communicating Phonics Final
- DST Exemplar Local Offer
- Dyslexia Within The Simple View Of Reading
- IDP Presentation
- Identification & Assessment
- NASEN Guidelines
- NASEN Top Ten Things
- PATOSS Developing Clear And Consistent PowerPoint Presentations
- Progress Towards Targets
- Questions For Schools To Consider
- Questions From Parents
- Resource Rose Key Strategies 2
- Resource Teacher Development Handbook
- Rose Developmental Phases
- Rose Key Elements Of Early Intervention
- Rose Key Strategies 1
- Rose The Simple View Of Reading
- Rose Three Levels Of Identification
- SEND Pathfinder Pages
- Schools Responsibilities
- The Phonics Screening Check Responding To Results
- Trainer's Guide Thumbnail.jpeg

## [Interventions for Literacy](#)

- Primary/secondary
- Reading writing spelling (Sample page overleaf)
- For Parents and Schools
- Articles and research
  - Carter Review of initial teacher training Jan 2015
  - Dyslexia and Literacy Difficulties: Policy and Practice Review
  - Greg Brooks, "What works for children and young people with literacy difficulties"
  - Rose Review "Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties" 2009

**You have decided to specify your scheme search through resources. Please choose which resource you would like to use to help boost your secondary child/pupil's reading.**

 Motivation	 Comprehension	 Phonology	 Fluency
<p><b>They have few literacy role models or a 'non-reading' background, so have weak motivation to read.</b></p>	<p><b>They decode (read aloud) with little comprehension, and need to improve their reading for meaning.</b></p>	<p><b>They need help with the sounds of English words or parts of words to improve their phonological and word-level skills.</b></p>	<p><b>They decode slowly, and need to improve their fluency.</b></p>

If none of these descriptions quite fits, choose the nearest and/or work through all that seem relevant.

Notes:

1) In these links, schemes are classified by the area they aim to improve, not by the evidence of their effectiveness, which must also be considered.

2) Some schemes have more than one aim, and aims other than those stated may be improved incidentally.

## [Parent Champions Website](#)

### Questions About Dyslexia

- [Questions About Dyslexia](#) (PDF format)
- [Arabic Version](#) (PDF format)
- [Bengali Version](#) (PDF format)
- [Gujarati Version](#) (PDF format)
- [Polish Version](#) (PDF format)
- [Punjabi Version](#) (PDF format)
- [Somali Version](#) (PDF format)
- [Urdu Version](#) (PDF format)

### **‘Ideas to help support your child’: A Helen Arkell Dyslexia Centre resource**

Parents are the best resource for any child. Teachers and other professionals can offer valuable support to a dyslexic child but experience shows that it is help from home that can make a major impact.

[Ideas to help you support your child](#) (PDF format)

### **Top tip short films**

Julianne Miller, specialist teacher and mum gives you her Top Tips on supporting your child with reading, handwriting, spelling, organisation and memory. These short films contain practical tips aimed at helping children aged 5 to 11 years.

### **Top tip short films**

### **‘Top tips to help your child to read’: A Springboard for Children resource**

Ten practical top tips on getting your children into reading, introduced by BAFTA award-winning children’s author and illustrator Nicholas Allan. This booklet is an essential starting point for every busy mum or dad.

[Parent’s Little Guide to Helping Children Read](#) (PDF Format)

## [Professional Development Framework](#)

The Professional Development Framework is a free web-based tool accessible to all. It is a self-assessment tool that provides the user with a full personalised report based on a ‘gap-analysis’ of their confidence in key areas related to dyslexia and Specific Learning Difficulties [SpLD]. This report defines the levels of additional knowledge, skills and professional attributes that are required to fulfil relevant job roles in the school and educational workforce to support literacy acquisition and dyslexic-SpLD learners effectively. It offers suggestions for next steps in CPD, including key reference texts and research literature; work-place activities; teaching resources; web-based resources and other professional development materials.