

## Classroom Support Staff Professional Study Group Case Study

AY 16/17

57 people attended the Classroom Support staff PSGs in 16/17

The majority of Lower, Primary and Middle schools in Central Bedfordshire subscribe to the Central Bedfordshire Professional Study Group programme. The meetings are usually 1.5 hrs long and are mostly held after school to avoid schools the costs of supply cover. The foci of the meetings are varied in order to support school staff as widely as possible. Each meeting is led by an 'expert' leader / facilitator and has its own agenda and learning outcomes.

The first Classroom Support Staff PSG of the year focussed on what dyslexia was and how it could be recognised.

The follow up meeting focussed on screening and screening tools to help recognise dyslexia.

'A thorough session covering a range of strategies and other helpful information'.

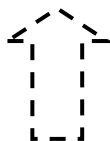
'Lots of useful information and resources'.

32% of attendees rated the PSG meeting they attended as Outstanding, and 68% rated it as good.

A number of staff attended both meetings and were able to feedback what impact attendance had had on their practice.

'Working well : - coloured overlays, pupil placement in the classroom, giving pupils more thinking time, book choice, lighting in class'

'We identified a couple of children....printing on coloured paper enabled them to read text more easily'



'Great resources and handouts.'

'Plenty of information, easy to follow/understand'

A number of attendees advised that they would report back to the school SENDCO following the second meeting and most others advised that they would return to school to share the information provided.

Staff who had attended both meetings were asked whether they felt attending had had a positive impact on pupil attainment. All said that there had been positive impact although one referred to inconsistent improvement in the child she was particularly working with.

'Coloured overlays have worked well on a large amount of the children issued with them. Several pupils' reading levels have improved very well.'

'(I have shown) positive role models to support strategies'

'I was able to use evidence/strategies from the meeting to support the likelihood of a year 1 boy being dyslexic. I also experimented with strategies to help him, particularly in reading and behavioural. (His) reading of high frequency words has improved.'

Attendees leaving the meetings felt sure that they would be able to use the information to help identify individual children with dyslexia/ traits. All left with 'next steps'.

'I will make leaflets available to other TAs'

'I will change to black with white writing'

'(I will undertake) observations of potential dyslexic pupils'