



Department for Education

2025-0010652

Catherine McKinnell MP
Minister for School Standards

Manuela Perteghella MP

By email: manuela.perteghella.mp@parliament.uk

Your ref: MP02336

25 April 2025

Dear Manuela,

Thank you for your correspondence of 21 March, addressed to the Secretary of State, regarding support for children and young people with dyslexia. I am replying as the minister responsible for this policy area.

The government's ambition is that all children and young people with special educational needs and disabilities (SEND) or in alternative provision receive the right support to succeed and thrive in their education and as they move into adult life. As part of this work, we have established a group of leading neurodiversity experts, including Ellen Broomé, Chief Executive Officer of the British Dyslexia Association, to work closely with the department to help improve inclusivity and expertise in mainstream settings in a way that works for neurodivergent children and young people.

Early identification of need and support is critical to improving outcomes for children and young people with special educational needs and disabilities, including those with dyslexia. There are already a number of measures to help teachers do this, including the phonics screening check and statutory assessments at the end of key stage 2.

We have also introduced measures to support the effective teaching of reading, including for those at risk of falling behind. This includes the English hubs programme, the publication of the reading framework and an updated list of high-quality systematic synthetic phonics programmes for schools. The English hubs programme is dedicated to improving the teaching of reading, with a focus on supporting children making the slowest progress in reading. As part of the continuous professional development provided by the English hubs, the Reading Ambition for All programme, has been launched to improve outcomes for children who need additional support with reading, including those with special educational needs.

We are also funding three specific early intervention programmes:

- The Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme, which deploys specialists from both health and education workforces to strengthen training and resources for school staff to identify and meet the needs of neurodiverse children. In the 2024 to 2025 financial year, PINS support was delivered to upskill over 1650 (around 10%) of all mainstream primary schools.

- The Nuffield Early Language Intervention, which enables schools to identify early language needs and helps to improve children's language skills and engagement in learning.
- The Early Language and Support for Every Child programme, is funding innovative workforce models to identify and support children and young people with speech, language and communication needs at an early stage.

We know that high quality teaching is the most important in-school factor for improving outcomes for all children, particularly those with special educational needs and disabilities, and we are committed to ensuring that all pupils receive excellent support from their teachers.

The teachers' standards set clear expectations that teachers must understand the needs of all pupils. All initial teacher training (ITT) providers must ensure that their courses enable trainee teachers to meet the teachers' standards, to be recommended for the award of qualified teacher status.

From September 2025, the combined ITT and Early Career Framework (ITTECF), will set out a minimum entitlement to training and must be used by providers of ITT and those delivering provider-led early career training to create their curriculum. The ITTECF contains significantly more content related to adaptive teaching and supporting pupils with special educational needs and disabilities.

From September 2025, the department has also enhanced the requirement on providers of ECT training to develop SEND training materials. The ITTECF deliberately does not detail approaches specific to particular additional needs, but what makes the most effective teaching for all pupils, including those with special educational needs and disabilities. When reviewing the frameworks in 2023, the department tested this approach with SEND educational experts from the ITT sector and other key stakeholders, and the consensus was that the needs of most children can be met through high-quality teaching. Adaptive teaching underpins the ITTECF, with providers and schools able to design a curriculum which is responsive to the needs of individual contexts, and where a classroom teacher requires additional support for children with an individual need, this will be provided or commissioned by the special educational needs coordinator in their school.

We recognise that continuous improvement is essential and have recently committed to a review of the ITTECF in 2027 to ensure it continues to provide the best possible support for early career teachers. This review will focus on the support we provide new teachers in teaching pupils with special educational needs and disabilities.

To support longer-term reforms to the SEND system, the department is working closely with experts on reforms, including appointing a strategic advisor for SEND, who will play a key role in convening and engaging with the sector, including leaders, practitioners, children and families as we consider the next steps for the future of SEND reform.

Thank you for writing on this important matter. I hope that this response is useful and assures you that we are committed to supporting children and young people with dyslexia.

Yours,

A handwritten signature in blue ink, reading 'Catherine'.

Catherine McKinnell MP
Minister for School Standards