

# The BDA Quality Mark

## Guide Book

The purpose of this guidebook is to assist with navigating through the process of achieving the BDA's Quality Mark.

Below is a brief introduction to the Quality Mark. This is followed by more detailed information for each sector where the Quality Mark can be awarded.

Each section contains a copy of the standards that need to be achieved, an application form, a record of evidence form, some guidance notes and where appropriate additional resources and information.

If further information is required then please contact;

The British Dyslexia Association  
Unit 8 Bracknell Beeches  
Old Bracknell Lane  
Bracknell  
RG12 7BW

Tel: 0845 251 9003

Email: [katherined@bdadyslexia.org.uk](mailto:katherined@bdadyslexia.org.uk)

Website: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

# The BDA Quality Mark

## What is the BDA Quality Mark about?

The philosophy underpinning the Quality Mark is that changing practice to accommodate dyslexic individuals often results in good practice for everyone. In the case of educational institutions, the BDA recognises that the majority of moderately dyslexic students will be taught in mainstream classrooms and by non specialist tutors. Therefore it is important that, as well as employing appropriate teaching methods, all environments are dyslexia friendly. This is what the Quality Mark strives to ensure.

Dyslexia is a learning difference that affects 10% of the population, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic individuals may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn effectively and they are also key skills for life.

Problems arise if dyslexia is not recognised and the environment and/or teaching are inappropriate. Viewing dyslexia as a learning difficulty implies that something is “wrong” with the learner. This leads to a focus on identifying weaknesses rather than celebrating strengths. This in turn can focus in an emphasis on “remediation” by specialists rather than resolution by knowledgeable mainstream professionals. Within a school setting the emphasis on remediation has placed the responsibility on the Special Educational Needs Co-ordinator and has diverted attention away from the mainstream learning environment which is, after all the place in where the dyslexic student spends most of their time.

The BDA Quality Mark focuses on supporting individuals within the main stream setting. The Quality Mark does also, however, recognise that there are also individuals whose needs are more profound and complex and will therefore require specialist support, indeed a requirement of the Quality Mark is that such support is also available. Even where this is the case the success of such support is likely to be greater if this is provided within a setting that accommodates such individual learning needs.

One of the basic principles of becoming dyslexia friendly is the expectation that those providing the education/service take immediate action when faced with individual needs, rather than refer for assessment and wait for a “label”. In a dyslexia friendly environment those providing the education/service are empowered through, training, policy and ethos to identify issues and take front line action.

## **Who can achieve the Quality Mark:**

The Quality Mark can be awarded to the following:

### **1. Individual Schools**

Individual schools can apply for the Quality Mark. Becoming a dyslexia friendly school requires a review of the implementation of major whole school policies, especially:

- Teaching and learning.
- Monitoring and assessment.
- Differentiation and inclusion.

The issue then becomes one of how these policies are monitored, evaluated and reviewed to ensure top quality learning right across the range of ability and need.

The criteria fall into four discrete areas and are designed to be a balance of validating existing good practice. It also challenges those practices which may be less helpful.

1. What is the quality of the leadership and management?
2. What is the quality of learning?
3. How well does the organisation create a climate for learning?
4. Partnership (e.g. links with other organisations and interested parties, including parents to meet the needs of learners)

Under each of the above headings are the individual criteria that must be achieved in order to demonstrate that the standard for a Dyslexia Friendly School has been met.

## **2. Post 16 Education & Training Providers (Including Colleges of Further Education)**

Individuals do not “grow out” of being dyslexic but as the environment in which they are learning changes often so do their needs. In order to reflect this different environment the Quality Mark for the Post 16 Education and Training Sector is made up of standards that cover 5 areas, these are;

- Effectiveness of Management Structure.
- Identification of Dyslexia/SpLD.
- Effectiveness of Resources (Physical Environment, Teaching and Learning).
- Continuing Professional Development.
- Partnership with Learners, Parents/Carers and External Agencies.

In the same way as the Quality Mark for schools operates under each of the above headings are criteria that must be achieved in order to demonstrate that the standard for a Dyslexia Friendly Post 16 Education & Training Provider has been met.

The Dyslexia Friendly Standards for FE and Record of Evidence documents are closely linked to:

- OFSTED (14-19).
- Adult Learning Inspectorate.
- Education & Training Inspectorate, Northern Ireland IQ:RS.
- ESTYN – Common Inspection Framework for Education & Training in Wales.

### **3. Organisations:**

The Quality Mark for organisations has been developed for employers who want to demonstrate a real commitment to equality and diversity and maximise the potential of their workforce. Just as 10% of employees are likely to be dyslexic so are 10% of customers. Commitment to becoming Dyslexia Friendly Organisation can result in the more effective achievement of performance targets and a competitive advantage.

Dyslexia Friendly employers recognise and utilise the strengths that dyslexic individuals have and create a climate where such abilities can be maximised this leads to increased levels of motivation and morale, less stress and also enable an employer to meet their responsibilities associated with the Disability Discrimination act.

The Quality Mark standards cover the 6 areas listed below:

1. Policy
2. Meeting needs/service delivery
3. Communication
4. Training
5. Partnerships
6. Employment

In the same way has the Quality Mark for schools and the post 16 sector operates under each of the above headings are criteria that must be achieved in order to demonstrate that the standard for a Dyslexia Friendly Organisation has been met.

#### **4. Children and Young People's Services**

The aim of the BDA's Quality Mark for Children and Young People's Services is to identify and celebrate excellent practice that is carried out in this sector. Such organisations have a vital role to play in developing, monitoring and evaluating educational provision and can therefore influence practice using a top down approach. These standards have replaced the previous ones for Local Education Authorities and have been designed to reflect the diverse remit of the new structure and encourage a cohesive and inclusive approach across this area.

The Quality Mark Standards consist of 7 areas, these are:

1. Leadership and management
2. Practice
3. Communication
4. Training
5. Partnerships
6. Educational Provision
7. Educational Practice

All sections of a Children and Young People's Directorate will be able to complete areas 1 -5 with those sections that have direct responsibility for education completing areas 1 -7. Under each of these headings are criteria that must be achieved in order to be awarded The Dyslexia Friendly Quality Mark.

# British Dyslexia Association

## Dyslexia Friendly Children and Young People's Services Quality Mark Initiative

### Application Form

#### Your Details

Children and Young People's Services: .....

Contact Name: .....

Position: .....

Address: .....

.....

.....

Daytime Tel No: .....

Email address: .....

Fax: .....

#### Data Protection Act 1998

The information you provide on this form will be processed by the BDA and used to process your application for the BDA Quality Mark Initiative.

From time to time we would also like to send you information about the BDA's other services, offers, activities and appeals. If you would like to receive this information please tick here

We may also share your information with other organisations within the European Economic Area upon their request. If you are happy for your details to be used in this way please tick here



### **Disclaimer**

In awarding the BDA Dyslexia Friendly Quality Mark for Children and Young People's Services, the British Dyslexia Association cannot guarantee or be responsible for the individual programmes of education provided for, or levels of attainment achieved by an individual learner studying within that Children and Young People's Services or within an individual school.

## Payment

The registration payment is due with this application. You have up to two years to achieve the BDA Quality Mark. A second payment is due when your verification visit is arranged.

Every third year you will need to seek Recognition Renewal. We will contact you each year to remind you when fees and your renewal are due.

Please note that all fees are non refundable.

Payment	Fee
Registration payment Due with your application form.	£587.50 (£500 plus VAT)
Verification payment Due before your verification visit.	£587.50 (£500 plus VAT)
Renewal payment Due every 3 years after the Quality Mark is awarded.	£1,175.00 (£1,000 plus VAT)

For example, if a Children and Young People's Services applied to join the scheme in June 2006, they would pay the registration fee immediately. The verification payment would be due after they had submitted their completed Standards and Record of Evidence documents and invoiced before the initial verification visit.

Once the Quality Mark is awarded the next payment is not due until 3 years after the award is made when the Quality Mark must be renewed.

I wish to pay by:

**Cheque**                      Please make all cheques payable to "British Dyslexia Association"

**Invoice**

Order Number: .....

Invoice address: .....

.....

## Declaration

- I am applying for membership of the BDA Quality Mark Initiative and agree to pay the membership fees as outlined above.
- I understand that the initial Quality Mark fee must be received in full before the application is processed and that all fees are non refundable.
- I undertake to adhere to all decisions made by BDA.

**Signed:**..... **Date:** .....

**Print Name:** .....

**Please return this form to:**

Katherine Dumas, Accreditation and Office Executive  
British Dyslexia Association, Unit 8 Bracknell Beeches, Old Bracknell Lane,  
Bracknell RG12 7BW  
Tel: 0845 251 9003 option 4 / Email: [katherined@bdadyslexia.org.uk](mailto:katherined@bdadyslexia.org.uk)





*Standards for Dyslexia Friendly Children's Services*

Part A applies to all aspects of Children's Services.

Parts A & B apply to aspects of Children's Services with an Education remit.

The document below can be used for self audit purposes but at the time of verification all relevant standards should have been achieved.

Please note that these standards can be achieved on a departmental/divisional basis but that the award of the Dyslexia Friendly Quality Mark would only be to that department/division.

These standards remain the intellectual property of the British Dyslexia Association.

**Section A**

**Standard One: Leadership and Management**

<b>Location of evidence</b>	<b>In Development</b>	<b>Achieved</b>
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## Standard Two: Practice

2.1 The organisation demonstrates through practice that it understands that the needs of children and young people with dyslexia vary and that they need to be addressed in many ways. A culture is created that enables children and young people and their families/carers to discuss their needs if they choose to do so.

2.2 Staff have access to and follow clear guidelines on what constitutes good practice when working with children and young people with dyslexia and their families/carers.

2.3 Guidelines relating to dyslexia are communicated to temporary staff (e.g. agency staff)

2.4 Systems and services are checked for accessibility issues related to dyslexia.

2.5 There is a process in place for the reporting and handling of complaints and possible discrimination issues.

Location of Evidence	In Development	Achieved



**Standard Four: Training**

4.1 All staff, at all levels, undertake awareness training, including training that is occupationally specific where required.

4.2 Those with additional/higher level dyslexia training are available as a resource to the organisation.

4.3 Systems are in place to ensure new staff have access to dyslexia training.

4.4 Dyslexia training is up-dated and reviewed on an annual basis.

4.5 Systems are in place to support staff who identify as being dyslexic.

**Total for Training  
Number of standards achieved**

Location of Evidence	In Development	Achieved

**Standard Five: Partnerships**

Location of Evidence	In Development	Achievement
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5.1 The organisation works with a range of partners to meet the needs of children and young people with dyslexia and their families/carers.

5.2 Effective partnerships with parents/carers are developed and implemented (where appropriate).

5.3 Children and Young people and their families/carers are effectively signposted/referred on to relevant sources of additional help e.g. Local Dyslexia Associations.

**Total for Partnerships  
Number of standards achieved**


## Section B

### Standard Six: Education provision

6.1 The organisation has a strategy for raising standards for learners who are dyslexic. This strategy is monitored and evaluated annually to assess its effectiveness.

6.2 The organisation actively promotes dyslexia friendly practice through having dyslexia support available within its service provision.

6.3 All staff that provide dyslexia support to schools or other education provision have received dyslexia training (e.g. Level 7, AMBDA Accredited or equivalent) and are able to demonstrate understanding of issues such as identification of dyslexia, reasonable adjustments, etc.

Location of Evidence	In Development	Achieved

- 6.4 Information is available which shows
- the policy and procedures used for the identification of dyslexia in an educational setting
  - how the effectiveness of support, information, advice and guidance provided to dyslexic learners (where appropriate) is monitored
  - how the effectiveness of support, information, advice and guidance provided to schools is monitored.

6.5 The organisation proactively disseminates good practice in relation to dyslexia to its service users.

6.6 Guidance on dyslexia friendly approaches is provided to education providers and there is a systematic programme of CPD in dyslexia available to all staff who work within school/educational settings.

6.7 Partnership working takes place with other agencies and where appropriate parents/carers to meet the needs of the dyslexic learner within the educational setting.

**Total for Education Provision  
Number of standards achieved**


**Standard Seven: Educational Practice**

7.1 The organisation proactively encourages education providers to provide an educational environment suitable to meet the needs of the dyslexic learner.

7.2 The organisation proactively encourages the education provider to monitor and evaluate levels of participation and achievement of dyslexic learners.

7.3 The organisation ensures that education providers can easily access the support services it provides This support is arranged and delivered in an appropriate timescale and is appropriate to individual needs.

7.4 The organisation ensures that where appropriate education providers signpost service users to the specialist support from other providers e.g DCSF Dyslexia specialist schools

7.5 Where the organisation is providing support it assesses and evaluates the achievement of the dyslexic learner against internal and external targets.

<b>Location of Evidence</b>	<b>In Development</b>	<b>Achieved</b>

7.6 The organisation proactively encourages the education provider to adopt dyslexia friendly teaching practices in terms of appropriate methods, resources, use of ICT, etc.

7.7 The organisation, when necessary/appropriate, challenges its education providers to raise standards of achievement for dyslexic learners.

7.8 The organisation undertakes annual evaluations of its dyslexia support provision. It consults service users and other relevant parties and acts upon the findings from this process.

**Total for  
Number of standards achieved**




**Dyslexia Friendly Children and Young People's Services  
Quality Mark Initiative**

**RECORD OF EVIDENCE**

<b>FOR OFFICE USE ONLY:</b>	
Received:	Buddy Children and Young People's Services:
Acknowledged:	BDA link:
Actions:	
:	

NAME OF CHILDREN AND YOUNG PEOPLE'S SERVICE:

CONTACT NAME: .....

**Mission Statement**

The aim of Dyslexia Friendly Children and Young People's Services Initiative and the associated BDA Quality Mark is to promote excellent practice by the Children and Young People's Services as it carries out its role of supporting and challenging its schools to improve accessibility to learning to more children.

**Disclaimer**

In awarding the BDA Dyslexia Friendly Quality Mark for Children and Young People's Services, the British Dyslexia Association cannot guarantee or be responsible for the individual programmes of education provided for, or levels of attainment achieved by an individual pupil studying at a school within that Local Authority.

PLEASE ATTACH ADDITIONAL INFORMATION SHEETS IF YOU WISH.

## **Standard One: Leadership and Management**

- 1 Organisation policies promote inclusive practice and specifically mention dyslexia where appropriate.

The BDA definition of dyslexia states that dyslexia is:

“A specific learning difference which is constitutional in origin, independent of socio-economic or language background and can occur at any level of intellectual ability. It can cause unexpected and persistent difficulties in acquiring certain skills on one or more of the following areas: reading, writing and sometimes numeracy and spoken language. There may be accompanying weaknesses in the skills that support personal organisation, for example, speed of processing, short term memory sequencing and possible weaknesses in auditory and/or visual perception skills.”

**What form is the evidence in?**

**Where is the evidence located?**

- 2 Organisational policies demonstrate that senior personnel within the organisation are committed to ensuring the services offered to children and young people with dyslexia and their families/carers are both accessible and inclusive.

**What form is the evidence in?**

**Where is the evidence located?**

- 3 The monitoring of Dyslexia Friendly Children's Services is led by an officer with dyslexia knowledge and expertise to support services in developing dyslexia friendly practice.

**What form is the evidence in?**



**Where is the evidence located?**

- 4 Targets relating to dyslexia (within the context of inclusive, accessible provision) are identified in the organisation development plan.

**What form is the evidence in?**

**Where is the evidence located?**

- 5 Appropriate resources – human, financial and physical – are made available to support the development of dyslexia friendly practice.

**What form is the evidence in?**

**Where is the evidence located?**

6 A framework for self-evaluation of dyslexia friendly practice is in place.

**What form is the evidence in?**



**Where is the evidence located?**

## **Standard Two: Practice**

- 1 The organisation demonstrates through practice that it understands that the needs of children and young people with dyslexia vary and that they need to be addressed in many ways. A culture is created that enables children and young people and their families/carers to discuss their needs if they choose to do so.

**What form is the evidence in?**

**Where is the evidence located?**

- 2 Staff have access to and follow clear guidelines on what constitutes good practice when working with children and young people with dyslexia and their families/carers.

**What form is the evidence in?**

**Where is the evidence located?**

- 3 Guidelines relating to dyslexia are communicated to temporary staff (e.g. agency staff)

**What form is the evidence in?**

**Where is the evidence located?**

4 Systems and services are checked for accessibility issues related to dyslexia.

**What form is the evidence in?**

**Where is the evidence located?**

5 There is a process in place for the reporting and handling of complaints and possible discrimination issues.

**What form is the evidence in?**



**Where is the evidence located?**

## **Standard Three: Communication**

- 1 Written communication meets BDA Dyslexia Friendly Style Guidelines.

**What form is the evidence in?**

**Where is the evidence located?**

2 There is a process in place for checking written materials for accessibility issues.

**What form is the evidence in?**

**Where is the evidence located?**

- 3** All staff have access to clear guidelines on how to produce dyslexia friendly materials.

**What form is the evidence in?**

**Where is the evidence located?**

4 Website design follows dyslexia style guide principles.

**What form is the evidence in?**

**Where is the evidence located?**

5 A range of alternative formats are available and service users are aware of these.

**What form is the evidence in?**

**Where is the evidence located?**

**6** Signage is dyslexia friendly.

**What form is the evidence in?**

**Where is the evidence located?**

## **Standard Four: Training**

- 1 All staff, at all levels, undertake awareness training, including training that is occupationally specific where required.

**What form is the evidence in?**

**Where is the evidence located?**

2 Those with additional/higher level dyslexia training are available as a resource to the organisation.

**What form is the evidence in?**

**Where is the evidence located?**

- 3** Systems are in place to ensure new staff have access to dyslexia training.

**What form is the evidence in?**

**Where is the evidence located?**

**4** Dyslexia training is up-dated and reviewed on an annual basis.

**What form is the evidence in?**

**Where is the evidence located?**

5 Systems are in place to support staff who identify as being dyslexic.

**What form is the evidence in?**



**Where is the evidence located?**

## **Standard Five: Partnerships**

- 1 The organisation works with a range of partners to meet the needs of children and young people with dyslexia and their families/carers.

**What form is the evidence in?**

**Where is the evidence located?**

- 2 Effective partnerships with parents/carers are developed and implemented (where appropriate).

**What form is the evidence in?**

**Where is the evidence located?**

- 3** Children and Young People and their families/carers are effectively signposted/referred on to relevant sources of additional help e.g. Local Dyslexia Associations.

**What form is the evidence in?**

**Where is the evidence located?**



## **SECTION B**

### **Standard Six: Education Provision**

- 1 The organisation has a strategy for raising standards for learners who are dyslexic. This strategy is monitored and evaluated annually to assess its effectiveness.

**What form is the evidence in?**

**Where is the evidence located?**

- 2 The organisation actively promotes dyslexia friendly practice through having dyslexia support available within its service provision.

**What form is the evidence in?**

**Where is the evidence located?**

- 3** All staff that provide dyslexia support to schools or other education provision have received dyslexia training (e.g. level 7, AMBDA accredited or equivalent) and are able to demonstrate understanding of issues such as identification of dyslexia, reasonable adjustments, etc.

**What form is the evidence in?**

**Where is the evidence located?**

- 4 Information is available which shows
- the policy and procedures used for the identification of dyslexia in an educational setting
  - how the effectiveness of support, information, advice and guidance provided to dyslexic learners (where appropriate) is monitored
  - how the effectiveness of support, information, advice and guidance provided to schools is monitored.

**What form is the evidence in?**

**Where is the evidence located?**

5 The organisation proactively disseminates good practice in relation to its service users.

**What form is the evidence in?**

**Where is the evidence located?**

- 6** Guidance on dyslexia friendly approaches is provided to education providers and there is a systematic programme of CPD in dyslexia available to all staff who work within school/educational settings.

**What form is the evidence in?**

**Where is the evidence located?**

- 7 Partnership working takes place with other agencies and where appropriate parents/carers to meet the needs of the dyslexic learner within the educational setting.

**What form is the evidence in?**

**Where is the evidence located?**



## **Standard Four: Educational Practice**

- 1 The organisation proactively encourages education providers to provide an educational environment suitable to meet the needs of the dyslexic learner.

**What form is the evidence in?**

**Where is the evidence located?**

- 2** The organisation proactively encourages the education provider to monitor and evaluate levels of participation and achievement of dyslexic learners.

**What form is the evidence in?**

**Where is the evidence located?**

- 3** The organisation ensures that education providers can easily access the support services it provides This support is arranged and delivered in an appropriate timescale and is appropriate to individual needs.

**What form is the evidence in?**

**Where is the evidence located?**

- 4 The organisation ensures that where appropriate education providers signpost service users to the specialist support from other providers e.g DCSF Dyslexia specialist schools

**What form is the evidence in?**

**Where is the evidence located?**

- 5 Where the organisation is providing support it assesses and evaluates the achievement of the dyslexic learner against internal and external targets.

**What form is the evidence in?**



**Where is the evidence located?**

- 6** The organisation proactively encourages the education provider to adopt dyslexia friendly teaching practices in terms of appropriate methods, resources, use of ICT, etc.

**What form is the evidence in?**

**Where is the evidence located?**

- 7 The organisation, when necessary/appropriate, challenges its education providers to raise standards of achievement for dyslexic learners.

**What form is the evidence in?**

**Where is the evidence located?**

- 8** The organisation undertakes annual evaluations of its dyslexia support provision. It consults service users and other relevant parties and acts upon the findings from this process.

**What form is the evidence in?**



**Where is the evidence located?**

**Signature:** .....

**Date:** .....

**Print Name:** .....

**Position:** .....

