



BDA Quality Mark for Individual Schools

Introduction

What is a Dyslexia Friendly School?

Dyslexia friendly schools are able to identify and respond to the “unexpected difficulties” that a dyslexic learner may encounter. Teachers are expected, quite rightly, to identify and respond to a range of diverse learning needs in mainstream settings. It is also becoming recognised that differences between teachers are far greater than differences between schools.

Parents are also becoming more aware of their rights and are becoming vociferous in ensuring that the learning needs of their children are being met. This is creating a developing culture of accountability and evidence that is supported by the inspection process. It is appropriate to begin by making some claims for dyslexia friendly schools and then see if they can be supported by fine tuning policy and practice.

Dyslexia friendly schools are effective schools because they identify and select best practice to get the job done.

Being aware of trends and initiatives, dyslexia friendly schools demand excellence from their pupils and support them by linking new ideas and traditional values. Pupils are required to be the best they can and the school culture has a “zero tolerance” of failure. This is not an aggressive response, but is more one of “tough love”. Such schools do not accept or allow institutionalised failure in terms of an “accepted percentage” of pupils leaving without ability appropriate basic skills and/or national qualifications.

A particular feature of such schools is the awareness among all teachers of what each pupil should be able to achieve, together with a range of response strategies when targets are not met. Also the dyslexia friendly school’s aims and targets are part of the whole school development plan (SDP). Progress towards these goals and targets is the responsibility of a member of the Senior Management Team. This means that all staff are proactively led to:

- demand excellence;
- have a zero tolerance of failure and take action when targets not met;
- promote whole staff awareness;
- adopt flexible approaches - “if children don’t learn the way we teach, we will teach them the way they learn”.

Dyslexia friendly schools are proactive schools because they believe in the importance of “rigorous scrutiny followed by immediate intervention”.

These schools actively “look for trouble”. They make best use of the data available on all children to screen for unexpected difficulties in relation to ability. Using existing data as the basis for screening cuts down the testing burden, leaving time and money available to respond when the need arises. Such schools are also likely to engage in teacher delivered diagnostic assessments when good practice in the classroom fails to secure progress rather than rely on referrals to Educational

Psychologists. In consequence the delay between identification and response is kept to a minimum.

A particular feature is the way that the identification of learning issues results in action in the classroom in the first instance. Many perceived learning difficulties respond well to classroom based fine tuning delivered by dyslexia aware and well trained class and subject teachers.

Placing all learners under regular scrutiny requires contact staff to understand the implications of test scores and also to accept responsibility for identification and response. The ensuing culture of target setting effectively offers all learners the benefit of an educational plan. It also limits potential IEPs to those learners whose needs are “additional to” and/or “different from” those which are met through inclusive mainstream practice. A realistic outcome of adopting dyslexia friendly good practice is a reduction in the number of IEPs due to more needs being met through top quality “classroom action.”

These schools:

- Set targets, review and monitor progress of all pupils and intervene when necessary;
- Seek out opportunities to replace current practice with best practice;
- Engage in a constant drive to improve achievement of all pupils;
- Target issues through INSET;
- Make whole school targets explicit in the SDP and evident at the chalk face;
- Ensure that assessment and monitoring result in action.

Dyslexia friendly schools are empowering schools because they recognise the importance of emotional intelligence.

The acceptance of dyslexia as a specific learning difference enables teachers to place it on the continuum of learning styles and preferences and to recognise the implicit opportunities and costs. In consequence there is a “feel good factor” throughout the school as all pupils are empowered to be the best they can be. This is best represented by a keen interest in the way children learn, which is then translated into action in the classroom. These schools are typified by the ability of teachers to meet a wide range of individual needs without always needing to give individual help.

In these schools:

- Teachers have received appropriate training
- Individual differences are recognised and celebrated;
- Everyone is important;
- All pupils are empowered to “be the best they can”;
- Individual differences in learning styles are recognised and harnessed.

Dyslexia friendly schools are inclusive schools because they recognise that “there is nothing so unfair as the equal treatment of unequal people.”

(Thomas Jefferson)

These schools are typified by a desire and determination to teach the child rather than just cover the curriculum. In consequence they have the confidence to interpret and mould the National Curriculum to the needs of certain children and to justify their actions when challenged.

A particular feature of these schools is a willingness to balance the need of children to acquire literacy and numeracy against their right of access to a broad and balanced curriculum. Therefore it is not unusual for children who are currently less “equal” in terms of basic skills to receive intensive intervention at the expense of certain aspects of the curriculum. The schools make such decisions with the full involvement of learners and parents. The resultant improvement in literacy and numeracy will accelerate the acquisition of other knowledge and skills through the spiral curriculum.

In these schools:

- Social, emotional and intellectual inclusion is a top priority;
- Weak basic skills are not a bar to “top sets”;
- The focus is on strengths rather than weaknesses;
- Progress is monitored via achievement of “can do” statements.

Dyslexia friendly schools are improving, “value added” schools

The drive for effectiveness on behalf of all pupils stems from an inclusive and proactive approach to the identification and fulfilment of all learning needs. This develops the confidence of pupils who feel empowered to perform at ever increasing level of competence

How Does a School Achieve Dyslexia Friendly Status?

1. Complete the BDA’s registration document, this document is included at the end of this section and return it to the BDA who will acknowledge receipt of this. The school has two years in which to achieve the Quality Mark from the date of registration.
2. Using the Standards document, also included at the end of this section, carry out a self audit of the school. There is also a guidance document to explain what each of these standards means and the sorts of evidence that you will need to collect, again this document is included at the end of the section. Keep in mind that you will need to provide hard evidence at the point of verification to show that you have met the criteria.

When carrying out the self audit try to assess whether or not the school meets the criteria or whether more development needs to take place in a particular area.

Focusing means you have identified that this is an area that needs work.

Developing means that work is taking place in this area

Established means that this is happening (standard has been achieved)

Enhancing not only has the standard been met but additional work is being done over and above that required by the standard.

Once you have completed the self audit you should have a clear picture of how dyslexia friendly the school already is and what areas require further development in order to reach the standard.

3. Draw up an action plan of the areas that need further development. A template is included at the end of this section. An action plan will enable you to clearly identify and plan the activities that need to take place in order to meet the criteria. Ensure that the targets that are included within it are **SMART**:

Specific, Measurable, Achievable, Relevant, Time bound

4. Once you have completed the self audit and the resulting action plan you might have identified that you require some additional support, this could be some training, or simply advice and guidance.

The BDA is able to offer a full support service should you need it. This could include training for teachers, parents and/or governors on basic dyslexia awareness through to specialist training that covers the areas of screening and identification or teaching literacy to dyslexic individuals. Training can be tailored to meet individual needs. Alternatively you may simply need some advice as to whether or not the evidence that you have meets the criteria, this can often be done via the telephone or email or a site visit can be facilitated. The BDA even offers a mock verification service. Although there is a charge for some of these services one of the benefits of registration is that you receive significant discounts on such services so that costs are kept to a minimum.

5. The next part of the process is to identify the evidence. In order to make this process easier it is suggested that you use the "Record of Evidence" form (included at the end of this section). On this form you will need to make a note of what form the evidence is in and where it is located. For example a lot of evidence may be contained within an individual pupil's record file if this is the case then note this and then note the location of these, for example, "in the filing cabinet in the school office or in the classroom". You do not have to have all of the evidence centrally located at this time. Again this process should help

you to identify if there are any gaps, if there are then they can be added to the action plan or if you are unclear about what is required seek advice from the BDA.

6. When you are happy that all the evidence is in place the next stage is book a verification visit. Please allow a 6 – 8 week lead time for this. The BDA will allocate you a verifier and arrange a date. You will also need to send a copy of your record of evidence document to the BDA so that it can be passed on to the verifier prior to the visit.

7. The verification visit should be a positive experience for all concerned although it is appreciated that it can be a nerve wracking experience! All BDA verifiers are from an appropriate educational background and have experience of carrying out these processes, they are not trying to trip you up, they want to recognise what a good job you are doing!

8. Two weeks before the date of the verification you will be sent the verification sample template. This will identify the criteria that the verifier will be sampling. They will look at a selection of criteria from each of the sections and examine the evidence that relates to these criteria. It is asked that the evidence for the ones being sampled is readily available and it is really helpful if this evidence can be referenced to the criteria it relates to. Sometimes it is also helpful to attach a brief explanation of why you feel that this particular piece of evidence meets this particular criterion. It is also recommended that at this point all the paper based evidence that will be required for the visit is gathered in a central point for ease of access.

9. Prior to the actual visit the BDA will contact you to agree an agenda for the day. Verifiers will try to cause as little disruption as possible to the normal activities of the school. There are, however, certain activities that verifiers will need to undertake within the verification day these are:
 - Examine all paper based evidence relating to the criteria being sampled
 - Observe some teaching sessions, observations can be flexible to suit the normal school day and usually last between 30 -60 minutes. Verifiers will usually try to observe at least 3 sessions (depending on the size of the school) that reflect the make up of the school in terms of age, subject, etc. If it is a particularly large school the BDA may send more than one verifier.

- Interview key staff including, head teachers, SENCOs, Teaching Assistants, class/subject teachers.
- Interview at least one group of dyslexic pupils
- Meet with parents to discuss their perspective
- Meet with school governors, ideally the chair and those with responsibility for SpLD. It is though appreciated in the case of parents and governors that it may be difficult for such individuals to attend a meeting within the working day so if necessary verifiers will be happy to talk to them on the phone at a time that is convenient to both parties.

At the end of this section some sample documentation such as Teaching Practice Observation Checklists have been included to provide an example of the questions that a verifier may ask and the sorts of things that they will be looking for. These documents are also likely to be very useful for self audit purposes.

10. At the end of the verification visit the verifier will, where possible, provide some verbal feedback to the school. Although please be appreciative of the fact that there will be a lot of information to assimilate so they will probably not be able to give a definitive answer as to whether or not the school has achieved the Quality Mark.

11. Within two weeks of the visit the school will receive a written verification report. This will contain detailed feedback and also confirm the outcome from the visit. This outcome may fall into three categories:

- The school has achieved the Quality Mark
- The School has achieved the Quality Mark subject to it completing certain action points. Such action points will be detailed within the report and include a timescale for their achievement
- The school has not yet achieved the Quality Mark and details will be provided within the report as to what further actions need to be taken to meet the required standard. A timescale will be suggested for these and where possible a further verification date set.

12. If a school disagrees with the outcome of the verification visit they have a right to appeal. In such cases they should write to the Head of Quality

Mark, at the BDA Head Office, outlining the reasons for their appeal and this will be investigated.

- 13.** Where a school has successfully achieved the Quality Mark written confirmation will be sent from the BDA office along with a certificate of recognition and an electronic copy of the Quality Mark logo that can be used on the school's letter head, publicity materials, etc.

- 14.** The school may hold the Quality Mark for 3 years, although during this time the BDA does reserve the right to visit the school to ensure that standards are being maintained, will investigate should any complaints arise and can, if it feels it necessary remove the Quality Mark. It is recommended that schools also inform the BDA of any changes that could impact on the Quality Mark such as changes in staffing, etc. After 3 years the school will be re-verified.



**Documents for
Individual Schools**



**Dyslexia Friendly Schools UK
Quality Mark Initiative**

Application Form

Your Details

School:

Contact Name:

Position:

Address:

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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 Schools, 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 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 without VAT	Fee with VAT
Registration payment	£150.00 (plus VAT)	£172.50
Annual maintenance fee	£100.00 (plus VAT)	£115.00
Verification fee	£750.00 (plus VAT)	£862.50
Annual QM Status maintenance fee	£50.00 (plus VAT)	£57.50
Renewal payment	£750.00 (plus VAT)	£862.50

For example, if a School applied to join the scheme in October 2008, 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. The first annual maintenance fee is payable each year you are working towards Quality Mark. The second annual QM status maintenance fee is payable for each of the three years that you hold Quality Mark.

I wish to pay by:

Cheque Please make all cheques payable to “British Dyslexia Association”

Invoice

Order Number:

Invoice address:

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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.

Benefits

- Certificate of Recognition once the BDA Quality Mark is achieved.
- Selected seminars and conference opportunities at a reduced cost.
- Public recognition of Quality Educational Provision for Dyslexic Pupils

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 / Email: qualitymark@bdadyslexia.org.uk



Dyslexia Friendly Schools - Quality Mark Initiative

THE DYSLEXIA FRIENDLY STANDARDS

FOR OFFICE USE ONLY:	
Received:	
Acknowledged:	
Actions:	
:	

NAME OF SCHOOL:

CONTACT NAME:

Mission Statement

The aim of Dyslexia Friendly Schools Initiative and the associated BDA Quality Mark is to promote excellent practice in schools seeking to improve accessibility to learning for more children.

Disclaimer

In awarding the BDA Dyslexia Friendly Quality Mark for Schools, 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 the applicant school.

Standard One: Leadership and Management

1 Evidence is found in the School Development Plan that targets have been set to achieve Dyslexia Friendly Status, and how this will be monitored and evaluated on an on-going basis. This should be:

- developed in consultation with a wide range of stakeholders, including parents/carers; and
- effectively communicated to those stakeholders.

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.”

Focusing	Developing	Established	Enhancing

2 Evidence can be found of guidelines for meeting the needs of pupils with dyslexia within other whole school key policy documents. For example:

- SEN, differentiation and inclusion;
- Teaching and learning;
- Pastoral Care
- Subject, key stage;
- Assessment and monitoring;
- Marking homework;
- Partnership with parents
- Behaviour;
- Exclusions

3 Evidence can be found in the planning documentation of all staff that they are promoting dyslexia friendly practice to meet the needs of pupils.

4 School governors and parents are involved and understand the role they can play in promoting dyslexia friendly practice. Evidence can be found that these groups have participated in training (e.g. awareness, homework support etc)

- 5** Evidence of a plan for on-going in-service development can be found (through school or Local Authority) in relation to Dyslexia Friendly Status. Examples include -
- Whole school awareness training
 - Teaching / Learning Assistants receiving on-going training and support
 - Courses leading to an award – one teacher with a Diploma and OCR level 7 (with AMBDA) certificate where possible per school or cluster of schools. Alternatively, access to such expertise within the Local Authority
 - Catch up arrangements for absent staff (on a rolling programme basis)
 - Supply staff provided with guidelines on dyslexia friendly teaching / pupil profiles
 - Review and up-dating of in-service development in view of changing needs
- 6** Evidence is available that school induction procedures for new staff (and supply staff) make explicit reference to expectations of Dyslexia Friendly status.
- 7** Data should be available to indicate the following, demonstrating changes over time to reveal the impact of dyslexia friendly practice:
- The numbers of pupils needing external support for dyslexia. This should reduce with the introduction of dyslexia friendly provision.
 - The level of incidence of literacy and numeracy difficulties.

- The percentage of children with very low attainment in literacy and/or numeracy at the end of their key stage, compared to similar schools.
- The value added progress for children starting their key stage with well below average attainment in English and/or mathematics, compared to national transition matrix data.
- Parents / Carers general satisfaction levels with how the school is meeting their child's needs.
- Where appropriate, the number of requests from the school for support training and assessment of specific learning difficulties.
- Where applicable the number of tribunal cases and reasons for proceeding.

- 8** Evidence that resources are allocated to ensure effective implementation of the initiative, linking targeted resources to measurable outcomes.
- 9** The school has established a framework for self evaluation (e.g. an audit document). This should show a continuum of development for effective inclusion including dyslexia friendly practice.
- 10** The school works with the Local Authority (where appropriate) to access targeted (data driven) and cross departmental external support and training resources for dyslexia friendly provision and challenge where required to maintain and achieve standards.

Total for Leadership and Management
Number of standards achieved (*out of 10*)

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Standard Two: What is the quality of Learning?

Supporting school improvement for dyslexic learners:

Focusing	Developing	Established	Enhancing

1 Underpinning knowledge:

- Demonstration that staff with specific responsibilities (e.g. SENCO has dyslexia expertise gained thorough appropriate training) has a working knowledge of indicators, and appropriate interventions at an early stage, in-class strategies and programmes of support.
- Evidence that training is to be updated through in-service development.
- Class and subject teachers know the indicators of dyslexia and strategies for support and how to access available sources of information (e.g. Dyslexia Friendly Status guidelines, SEN handbook, entitlement handbook). They also know when to refer to extra support.
- Demonstration that Teaching / Learning Support Assistants are valued members of the teaching team and apply support strategies for pupils with dyslexia. They are supported by the class teacher and SENCO) and know when to refer back for extra support or different strategies.
- Demonstration that pupils are taught about the nature of their difficulty where appropriate, including areas of strength and preferred learning styles
- Demonstration that teachers are aware of the suitability of their teaching styles.

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2 Assessment and identification.

- Evidence that systems and assessments are in place to identify pupils with literacy difficulties throughout their education, including dyslexia early and specific interventions (see below).
- Pupil's progress and targets are closely monitored and evaluated regularly. Adjustments are made to support provision where necessary.
- Evidence that there is regular monitoring of the whole class to assess the progress in reading and spelling to reveal unexpected difficulties. Attainment in other curriculum areas is similarly monitored.

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3 Programmes of learning - Evidence.

- That there are clearly defined classroom based intervention and support strategies.
- Appropriate, evidence-based intervention programmes are implemented. There should be clear evidence that suitable learning challenges are set.
- Diverse learning needs are met and potential barriers to achievement are overcome.
- Pen portraits of all pupils with SpLD include individual teaching and learning strategies and are available to all staff including supply teachers.
- Pupils work in a variety of groupings. They have opportunities to work collaboratively in mixed ability groups, as well as working with an adult in groups formed on the basis of appropriate, shared literacy or mathematics learning objectives. Care is taken to ensure that pupils' cognitive ability is taken into account in any setting or streaming system so that teaching presents dyslexic pupils with an appropriate level of cognitive challenge.

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4 Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to the whole class:

Multisensory teaching and learning opportunities.

- Pupils are taught a range of learning methods e.g. Mind Mapping® summarising questioning etc.
- There is provision for one to one and small group teaching and specialist support which is dictated by need. For example for literacy, numeracy, concept reinforcement etc.
- Small group work should use multisensory teaching methods. These lessons should be scheduled with adequate frequency that reflects the IEP.
- Work is recorded using a range of formats where possible (e.g. bullets, story board, flow chart, scribed oral/recorded etc).

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5 Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to homework:

- Provided on separate sheets, scribed into homework diaries or recorded on a dictaphone.
- Differentiated including choice of recording method.
- Discussed with parents as required.

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6 Evidence that the school is also ensuring the following:

- A marking and assessment policy ensures pupils are assessed on the basis on their knowledge (rather than poor spelling). Marking should be for success and identifying development and improvement points.
- Procedures are in place for ensuring smooth progression through school, particularly during all transition phases.
- Pupils are encouraged to develop 'life skills', such as problem solving, decision making, stress management, communication and emotional literacy.
- Expertise is in place to manage reasonable examination adjustments and for school tests. Provision is made in good time and throughout the school career so that pupils are taught how to use the time and any resources appropriately.

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7. Appropriate whole school awareness is available for all staff. This is likely to take up to one day

Provision of a one term modular course (or equivalent) at an appropriate level for one teacher or high level teaching assistant in each school. This could be delivered by the LEA, an HE provider, by distance learning (e.g. Open University) or other approved training provider. This should be in place and operational, or you should be working towards it.

Example course content:

- Theoretical background to dyslexia.
- Identification and assessment.
- Empirically validated intervention programmes and strategies at primary or secondary level.
- Whole school strategies.
- Inclusive classroom strategies.
- Ways to support self esteem.

Located within the school or spread throughout the Local Authority so that the school can benefit from access to:

Teachers holding an SpLD Diploma or Advanced (level 7) Certificate (e.g. OCR with AMBDA).

Ongoing programmes of training in place for the SENCO networks.
Ongoing Governor training programme.

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8 Schools should have at least two of the following in place, at least one must be qualitative and one must be quantitative:

QUANTITATIVE

Measure 1: Primary

Increase the percentage of children below level 2 at the end of Key Stage 1 who progress to reach at least level 3 at the end of year 6.

Measure 2: Secondary

Increase percentage of children who are below level 3 at the end of Key Stage 2 to level 4 plus at the end of Key Stage 3.

Measure 3: Key stage 4

Increase percentage of children who are below level 4 at the end of Key Stage 3 to achieve 5 GCSEs A* – C or equivalent at age 16.

Measure 4: Primary Years 4, 5 and 6

Assess how many cases have occurred where the rate of achievement has been doubled over 3 years through the locally agreed Wave 3 interventions.

QUALITATIVE

Measure 5: An enquiry into the self esteem of children and some observable impact on this through introduction of dyslexia friendly practice. Evidence to show how the data is used to inform practice

What do children say about their experiences? Set up focus groups to provide answers to key questions.

Measure 6: Measuring the confidence of stakeholders

Through SEN focus groups, questionnaires, Governors, AGMs for parents, or parent working groups etc.

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9 The School is able to report on measurable outcomes of their inclusive practice.

**Total for Teaching and learning
Number of standards achieved (out of 9)**

Standard Three: Creating a climate for learning

1 Implementation of access strategies and dyslexia friendly teaching strategies and support is evidenced across all curriculum subjects.

2 Evidence of adapted classroom organisation is found and attention is paid to the following adaptive practices:

- Seating, lighting and the position of resources.
- Key words and clearly labelled resources.
- Information on non white paper (e.g. cream) where relevant with an accessible font and layout.
- Alternatives to copying from the board.
- Use of overlays where appropriate.
- Collaborative learning and peer support.
- ICT is used to support pupils learning. Computer screens and text size is adjusted where appropriate.
- There is an audit of resources available within school for supporting pupils with dyslexia and SpLD. For example:
 - Magnetic/wooden letters;

Focusing	Developing	Established	Enhancing

- ICT software;
- electronic spellers;
- literacy games;
- 'goody box' of resources (word mats, coloured filters, alphabet on the wall etc).

3 Demonstration that self esteem is promoted through:

- valuing the individual and their diversity;
- praise for effort and achievement in all areas;
- promoting strengths;
- providing opportunities for success; and
- providing a stress free learning environment

4 Evidence that Effective measures are in place to deal with harassment or bullying related to SEN.

**Total for Classroom Environment
Number of standards achieved (out of 4):**

Standard Four: Partnership and Liaison with Parents, Carers, Governors and other Concerned Parties

1 Evidence that parents are aware of, and have confidence in, arrangements to meet the special educational needs of their children.

- Effective communication is in place for parents to understand dyslexia and the basis on which the dyslexia friendly school teaches and supports their child. This should include:
 - reference to the Code of Practice;
 - school systems for keeping parents informed, and vice versa;
 - progress monitoring for effecting and attending reviews for parents expressing concerns that the school may not have noticed especially about the emotional wellbeing of the child.

2 Evidence that the school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents.

3 Evidence that the school actively involves parents in planning provision for the child through a variety of means of engagement. Promoting ongoing working partnerships with parents which contribute to effective learning at home and school. Parents should be encouraged to express concerns as they occur and schools should ensure that parents know to whom to address them.

	Focusing	Developing	Established	Enhancing

4 Evidence of the procedures followed to log and take action on parental concerns e.g. awareness of complaints procedures

5 Demonstration of working in partnership with pupils.

- Involve pupils. Help them to understand their dyslexia and value their achievements
- Help with emotional and behavioural issues.
- Assist pupils in identifying their own learning strategies. Help them to implement them, record and disseminate information to all teachers.
- Involve pupil in IEP planning.
- Find out about pupil's interests, strengths and weaknesses. Include these on their IEP and in planning.
- Promote the pupil advocacy service, mentors and counsellors where appropriate.
- Promote a "can do" culture.
- Raise an awareness of dyslexia and SEN amongst peers. Remove the stigma and provide positive role models for all pupils.

6 The school is aware of external forms of community based support and sign-posts accordingly (e.g. parent to BDA Local Association or Support Group etc)

**Total for Partnership and Liaison
Number of standards achieved (out of 6):**

Final Score

**Total number of Standards achieved in all Sections
(out of 30):**

Focusing	Developing	Established	Enhancing

Declaration

- 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:

Position:

Please send your completed documents to:

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

DATA PROTECTION ACT 1998

The information you provide on this form will be processed by the BDA and used to process your application the BDA Dyslexia Friendly Quality Mark. The information may also be used to send you information about the BDA's other services, offers, activities and appeals. We may also share your information with other organisations upon their request. If you do not wish your details to be used for these purposes, please tick this box

Dyslexia Friendly Schools

Guidance Notes for Standards

Standard One: Leadership and Management

1. Evidence is found in the School Development Plan that targets have been set to achieve Dyslexia Friendly Status, and how this will be monitored and evaluated on an on-going basis. This should be:

- **Developed in consultation with a wide range of stakeholders, including parents/carers; and**
- **Effectively communicated to those stakeholders.**

Copies of the school's development plans clearly identify dyslexia as a priority area of development. Development plans with clear targets of how developments in the area of support for dyslexic pupils will be implemented and an appropriate timescale within which this will take place. Evidence should also be provided of how this development plan will be reviewed and evaluated and how it will be ensured that the identified targets are being met.

Development plans should show:

- Consultation with parents, pupils, stake holders, etc.
- Clear targets for support for dyslexic pupils
- Review and evaluation strategies
- How policy is to be communicated to parents, pupils, stakeholders, etc. for example through parents handbooks, circulars, etc.

(See sample questionnaires for parents and pupils)

2. Evidence can be found of guidelines for meeting the needs of pupils with dyslexia within other whole school key policy documents. For example:

- SEN, differentiation and inclusion;
- Teaching and learning;
- Pastoral Care
- Subject, key stage;
- Assessment and monitoring;
- Marking homework;
- Partnership with parents
- Behaviour;
- Exclusions

Copies of the relevant policy documents with elements of where dyslexia is specifically mentioned highlighted, plus examples of where such policies have been utilised.

3 Evidence can be found in the planning documentation of all staff that they are promoting dyslexia friendly practice to meet the needs of pupils.

Evidence of these criteria should be covered by planning documents included for the first statement and by planning documents supplied by individual teaching staff, e.g. schemes of work, lesson plans, etc. Such plans and schemes of work should demonstrate for example that multi-sensory approaches are applied as a matter of course within all sessions, work is differentiated as appropriate to meet individual needs, assessment/marketing strategies take account of the dyslexic pupil, etc.

4. School governors and parents are involved and understand the role they can play in promoting dyslexia friendly practice. Evidence can be found that these groups have participated in training (e.g. awareness, homework support etc)

A signed statement from the Chair of Governors is available outlining the support that they provide to the school in terms of supporting the individual needs of dyslexic pupils. Case studies outlining examples of where support has been provided to a number of pupils from different age groups are produced. Evidence of dyslexia training delivered to college governors is available.

Evidence of communications to parents that provide them with information about dyslexia, for example, information sheets, etc. In addition evidence should be provided to show that parents have the opportunity to participate in training such as dyslexia awareness, homework support, etc. Such evidence could be invitations sent to parents, course registers, course outline and course evaluations.

5. Evidence of a plan for on-going in-service development can be found (through school or Local Authority) in relation to Dyslexia Friendly Status. Examples include -

- **Whole school awareness training**
- **Teaching / Learning Assistants receiving on-going training and support**
- **Courses leading to an award – one teacher with a Diploma and OCR level 7 (with AMBDA) certificate where possible per school or cluster of schools. Alternatively, access to such expertise within the Local Authority**
- **Catch up arrangements for absent staff (on a rolling programme basis)**
- **Supply staff provided with guidelines on dyslexia friendly teaching / pupil profiles**
- **Review and up-dating of in-service development in view of changing needs**

Evidence of staff development/training that has taken place in this area, schedules for continuing training and development, evidence of how many staff both academic, administrative and support have received such training, including a breakdown of percentages of total staff who have attended to date. Evidence could take the form of; training attendance registers, evaluations from training activities and summaries of training content. It would be anticipated that all staff within a school will have undertaken dyslexia awareness training before the school will be accredited with the Dyslexia Friendly Quality Mark.

Evidence of induction materials for new/supply staff should be supplied and that such induction materials should include information on dyslexia such as appropriate teaching/support strategies and pupil profiles.

6. Evidence is available that school induction procedures for new staff (and supply staff) make explicit reference to expectations of Dyslexia Friendly status.

As above

7. Data should be available to indicate the following, demonstrating changes over time to reveal the impact of dyslexia friendly practice:

- **The numbers of pupils needing external support for dyslexia. This should reduce with the introduction of dyslexia friendly provision.**
- **The level of incidence of literacy and numeracy difficulties.**
- **The percentage of children with very low attainment in literacy and/or numeracy at the end of their key stage, compared to similar schools.**
- **The value added progress for children starting their key stage with well below average attainment in English and/or mathematics, compared to national transition matrix data.**
- **Parents / Carers general satisfaction levels with how the school is meeting their child's needs.**
- **Where appropriate, the number of requests from the school for support training and assessment of specific learning difficulties.**
- **Where applicable the number of tribunal cases and reasons for proceeding.**

Evidence should be provided to cover all of the above areas. Where a school is unable to provide data that demonstrates improvement in these areas, for example if they have only recently implemented a dyslexia friendly approach then a statement will need to be provided from the senior management team as to how they are going to monitor and evaluate these areas and what actions would be taken if improvements were not demonstrated over a specifically identified period of time. If the data provided by the school does not demonstrate improvement in performance in these areas then evidence would need to be provided that explains how the senior management team is addressing the relevant area(s).

8. Evidence that resources are allocated to ensure effective implementation of the initiative, linking targeted resources to measurable outcomes.

Evidence of what resources, financial, staffing, time, etc are allocated to dyslexia within the school how is the effective use of resources monitored and evaluated.

- 9. The school has established a framework for self evaluation (e.g. an audit document). This should show a continuum of development for effective inclusion including dyslexia friendly practice.**

Copies of self audit documentation. The self audit document could be the BDA self audit document.

- 10. The school works with the Local Authority (where appropriate) to access targeted (data driven) and cross departmental external support and training resources for dyslexia friendly provision and challenge where required to maintain and achieve standards.**

Evidence of what external support is accessed by the school in relation to dyslexia that provides this support. Evidence that the school seeks external support if required. This might be evidenced through a number of individual pupil case studies and/or through evidence of utilising externally provided training provision.

Standard Two: What is the quality of Learning?

Supporting school improvement for dyslexic learners:

2. Underpinning knowledge:

- **Demonstration that staff with specific responsibilities (e.g. SENCO has dyslexia expertise gained thorough appropriate training) has a working knowledge of indicators, and appropriate interventions at an early stage, in-class strategies and programmes of support.**

An adequate number of staff have specific responsibility for dyslexia within the school, such staff have suitable qualifications and experience. It would be expected that there will be at least one member of staff within a school who has achieved a specialist qualification in dyslexia or SpLD. Where this is not the case for example if the school is particularly small alternative evidence can be supplied that identifies how the school is able to access specialist support. Evidence should be given of appropriate qualifications/training, e.g. CVs of the relevant staff.

Evidence should also be supplied to demonstrate that qualified staff apply their knowledge and experience within the school such as through the implementation of identification, screening and specific programmes of support. They should also be able to provide evidence of where they have given support/advice/guidance to other members of staff and parents evidence could be drawn from minutes of staff meetings, ILP review meetings, meetings with parents, etc.

- **Evidence that training is to be updated through in-service development.**

Evidence from standard 1 measure 5 should cover this in conjunction with the CVs from relevant staff that show CPD.

- **Class and subject teachers know the indicators of dyslexia and strategies for support and how to access available sources of information (e.g. Dyslexia Friendly Status guidelines, SEN handbook, entitlement handbook). They also know when to refer to extra support.**

Evidenced through interviews with members of teaching staff, examination of staff CVs to identify that recent training has been undertaken in this area (if training is required).

- **Demonstration that Teaching / Learning Support Assistants are valued members of the teaching team and apply support strategies for pupils with dyslexia. They are supported by the class teacher and**

SENCO) and know when to refer back for extra support or different strategies.

Evidenced through interviews with Teaching/Learning Support Assistants, examination of staff CVs to identify that recent training has been undertaken in this area (if training required), notes/minutes of planning and teaching meetings.

- **Demonstration that pupils are taught about the nature of their difficulty where appropriate, including areas of strength and preferred learning styles**

Evidenced through informal interviews with pupils and ILPs.

- **Demonstration that teachers are aware of the suitability of their teaching styles.**

Evidenced through interviews with teaching staff and observation of practice

2. Assessment and identification.

- **Evidence that systems and assessments are in place to identify pupils with literacy difficulties throughout their education, including dyslexia early and specific interventions (see below).**

Evidence of what systems are in place to identify pupils with literacy difficulties and when and how frequently such systems are implemented, examples of assessment tools used including those specifically for dyslexia. Evidence could take the form of assessment records.

- **Pupil's progress and targets are closely monitored and evaluated regularly. Adjustments are made to support provision where necessary.**

Evidence of the monitoring process for individual pupils, with particular evidence of those identified with difficulties with literacy and/or dyslexia, such as Individual Educational Plans, etc. Such evidence should clearly identify where reviews and subsequent updates and changes have been implemented. As a part of the verification process it would be anticipated that the school will be able to supply a list of names of children on the school roll with those who are identified as being dyslexic clearly identified. Verifiers may request to see a random sample of the above documents for individual children.

- **Evidence that there is regular monitoring of the whole class to assess the progress in reading and spelling to reveal unexpected difficulties. Attainment in other curriculum areas is similarly monitored.**

How is progress in literacy monitored? Verifiers may request to see examples of whole class progress monitoring documents.

3. Programmes of learning - Evidence.

- **That there are clearly defined classroom based intervention and support strategies.**

Evidence of intervention and support strategies are in place. Evidence of the selection process used to identify pupils who will participate in such programmes and evidence of how such programmes are monitored and evaluated to assess progress and achievements.

Evidence can be supplied through planning documents, e.g. lesson plans schemes of work, etc. but it would also be anticipated that verifiers will be able to observe such programmes taking place.

- **Appropriate, evidence-based intervention programmes are implemented. There should be clear evidence that suitable learning challenges are set.**

As above and such programmes should be identified in within individual pupils' IEPs.

- **Diverse learning needs are met and potential barriers to achievement are overcome.**

Evidence of meeting this criteria should be within IEPs, case studies and observation of practice and/or case studies that illustrate where this criteria has been met.

- **Pen portraits of all pupils with SpLD include individual teaching and learning strategies and are available to all staff including supply teachers.**

Evidence of such pupil "pen portraits" from a range of staff and/or a range of subject teachers.

- **Pupils work in a variety of groupings. They have opportunities to work collaboratively in mixed ability groups, as well as working with an adult in groups formed on the basis of appropriate, shared literacy or mathematics learning objectives. Care is taken to ensure that pupils' cognitive ability is taken into account in any setting or streaming system so that teaching presents dyslexic pupils with an appropriate level of cognitive challenge.**

This will be evidenced through observation of teaching practice and discussions with teaching/support staff, IEPs and samples of individual pupil timetables..

4. Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to the whole class:

Multisensory teaching and learning opportunities.

- **Pupils are taught a range of learning methods e.g. Mind Mapping® summarising questioning etc.**
- **There is provision for one to one and small group teaching and specialist support which is dictated by need. For example for literacy, numeracy, concept reinforcement etc.**
- **Small group work should use multisensory teaching methods. These lessons should be scheduled with adequate frequency that reflects the IEP.**
- **Work is recorded using a range of formats where possible (e.g. bullets, story board, flow chart, scribed oral/recorded etc).**

Evidence of all of the above should be clearly identifiable within lesson plans, schemes of work, IEPs and verification of these areas will include examination of such documents and observation of teaching practice, and discussions with teachers, TAs and pupils.

5. Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to homework:

- **Provided on separate sheets, scribed into homework diaries or recorded on a dictaphone.**
- **Differentiated including choice of recording method.**
- **Discussed with parents as required.**

Verifiers will expect to be able to see examples of pupil's work and homework that demonstrate that the above standard has been met. In addition evidence should also be provided to demonstrate that whenever possible teachers communicate effectively with parents.

6. Evidence that the school is also ensuring the following:

- **A marking and assessment policy ensures pupils are assessed on the basis on their knowledge (rather than poor spelling). Marking should be for success and identifying development and improvement points.**

Evidence will include marking policies, including curriculum meetings where dyslexia is discussed, examples of marked work with feedback to students, evidence to demonstrate that diverse methods of assessment have been used and different approaches have been used where appropriate for dyslexic pupils. Samples of assessed work should include testimony to identify how and why changes were made to accommodate the needs of the dyslexic student. These should be authenticated by the teacher and pupil.

- **Procedures are in place for ensuring smooth progression through school, particularly during all transition phases.**

Evidence should include a statement of how transition phases are managed with supporting evidence drawn from individual case studies.

- **Pupils are encouraged to develop 'life skills', such as problem solving, decision making, stress management, communication and emotional literacy.**

Areas where such skills are developed are identified within schemes of work and lesson plans.

- **Expertise is in place to manage reasonable examination adjustments and for school tests. Provision is made in good time**

and throughout the school career so that pupils are taught how to use the time and any resources appropriately.

Evidence should consist of an explanation of the process and procedures for managing and implementing examination concessions. In addition evidence should be provided that demonstrate that such processes have been implemented, for example applications for examination concessions.

7. Whole school awareness (e.g. including occupationally specific for non teaching staff) for all staff. This is likely to take up to one day

Provision of one term modular course (or equivalent) for one teacher or high level teaching assistant in each school. This could be delivered by the LEA, an HE provider or by distance learning (e.g. Open University). This should be in place and operational, or you should be working towards it.

Example course content:

- **Theoretical background to dyslexia.**
- **Identification and assessment.**
- **Empirically validated intervention programmes and strategies at primary or secondary level.**
- **Whole school strategies.**
- **Inclusive classroom strategies.**
- **Ways to support self esteem.**

Located within the school or spread throughout the Local Authority so that all schools benefit from access to:

Teachers holding a SpLD Diploma or Advanced (level 7) Certificate (e.g. OCR with AMBDA).

Ongoing programmes of training in place for the SENCO networks.

Ongoing Governor training programme.

Evidence will be provided to demonstrate that such training is available and accessed by the school. Evidence from standard 1 point 5 may also cover this point. Evidence should also be provided to demonstrate that the SENCO

attends and is active within a SENCO network. This could be demonstrated by evidence of minutes of such network meetings, schedules that demonstrate the frequency of such meetings and could include a signed testimony from the Head of School.

8. Schools should have at least two of the following in place, at least one must be qualitative and one must be quantitative:

QUANTITATIVE

Measure 1: Primary

Increase the percentage of children below level 2 at the end of Key Stage 1 who progress to reach at least level 3 at the end of year 6.

Measure 2: Secondary

Increase percentage of children who are below level 3 at the end of Key Stage 2 to level 4 plus at the end of Key Stage 3.

Measure 3: Key stage 4

Increase percentage of children who are below level 4 at the end of Key Stage 3 to achieve 5 GCSEs A* – C or equivalent at age 16.

Measure 4: Primary Years 4, 5 and 6

Assess how many cases have occurred where the rate of achievement has been doubled over 3 years through the locally agreed Wave 3 interventions.

Statistical evidence should be available to meet these criteria.

QUALITATIVE

**Measure 5: An enquiry into the self esteem of children and some observable impact on this through introduction of dyslexia friendly practice. Evidence to show how the data is used to inform practice
What do children say about their experiences? Set up focus groups to provide answers to key questions.**

Evidence of gathering feedback from children with regard to their school experiences and evidence that demonstrates that this feedback is used to inform school practice.

Measure 6: Measuring the confidence of stakeholders

Through SEN focus groups, questionnaires, Governors, AGMs for parents, or parent working groups etc.

Evidence that the school gathers feedback from the above groups and that this feedback is used to inform school practices

9. The School is able to report on measurable outcomes of their inclusive practice.

Evidence that the school is able to provide statistical evidence data to demonstrate that their inclusive practice is being effective and having a positive impact.

Standard Three: Creating a climate for learning

1. Implementation of access strategies and dyslexia friendly teaching strategies and support is evidenced across all curriculum subjects.

Evidence that the school has an access strategy/policy that is used across the whole school. The evidence will be a copy of such a strategy, how it is implemented and monitored. This area will also be verified by observation of practice within the school.

2. Evidence of adapted classroom organisation is found and attention is paid to the following adaptive practices:

- **Seating, lighting and the position of resources.**
- **Key words and clearly labelled resources.**
- **Information on non white paper (e.g. cream) where relevant with an accessible font and layout.**
- **Alternatives to copying from the board.**
- **Use of overlays where appropriate.**

- **Collaborative learning and peer support.**
- **ICT is used to support pupils learning. Computer screens and text size is adjusted where appropriate.**
- **There is an audit of resources available within school for supporting pupils with dyslexia and SpLD. For example:**
 - **magnetic letters;**
 - **ICT software;**
 - **electronic spellers;**
 - **literacy games;**
 - **'goody box' of resources (word mats, coloured filters, alphabet on the wall etc).**

Evidence of what resources are available, where they are and how they are accessed. Training is provided to pupils in their use. Verifiers will confirm the above standard is achieved through observation of practice within the school and examination of the types and availability of resources.

3. Demonstration that self esteem is promoted through:

- **valuing the individual and their diversity;**
- **praise for effort and achievement in all areas;**
- **promoting strengths;**
- **providing opportunities for success; and**
- **providing a stress free learning environment**

How is self esteem promoted within school? This criteria will be verified through informal discussions with pupils in addition to paper based evidence associated with this area, such as feedback from assessed tasks, award or reward systems that are in place, policy documents, mission statements, etc.

4. Evidence that Effective measures are in place to deal with harassment or bullying related to SEN.

Evidence of policies relating to this area in addition that such policies provide for situations of not only pupil/pupil incidents but also staff/pupil incidents. Where possible evidence that provides an example of where such policies have been implemented should also be provided.

Standard Four: Partnership and Liaison with Parents, Carers, Governors and other Concerned Parties

- 1. Evidence that parents are aware of, and have confidence in, arrangements to meet the special educational needs of their children.**
 - **Effective communication is in place for parents to understand dyslexia and the basis on which the dyslexia friendly school teaches and supports their child. This should include:**
 - **reference to the Code of Practice;**
 - **school systems for keeping parents informed, and vice versa;**
 - **progress monitoring for effecting and attending reviews for parents expressing concerns that the school may not have noticed especially about the emotional wellbeing of the child.**

Evidence of how the school communicates and liaises with parents for example have parents received information on the Dyslexia Friendly Schools Initiative, are they involved in the monitoring process of pupil progress, are they encouraged to attend monitoring/review meetings, have access to teaching/support staff to discuss concerns, etc. Does the school actively seek out opportunities to communicate with parents?

- 2. Evidence that the school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents.**

Evidence from the above criteria 1 can also be used as evidence for this standard.

- 3. Evidence that the school actively involves parents in planning provision for the child through a variety of means of engagement. Promoting ongoing working partnerships with parents which contribute to effective learning at home and school. Parents should be encouraged to express concerns as they occur and schools should ensure that parents know to whom to address them.**

Evidence from criteria 1 can also be used to meet this standard.

4. Evidence of the procedures followed to log and take action on parental concerns e.g. awareness of complaints procedures

Evidence that the school has a complaints/grievance procedure, in addition case studies that demonstrate actions taken by the school in response to parental concerns should be included.

5. Demonstration of working in partnership with pupils.

- **Involve pupils. Help them to understand their dyslexia and value their achievements**
- **Help with emotional and behavioural issues.**
- **Assist pupils in identifying their own learning strategies. Help them to implement them, record and disseminate information to all teachers.**
- **Involve pupil in IEP planning.**
- **Find out about pupil's interests, strengths and weaknesses. Include these on their IEP and in planning.**
- **Promote the pupil advocacy service, mentors and counsellors where appropriate.**
- **Promote a "can do" culture.**
- **Raise an awareness of dyslexia and SEN amongst peers. Remove the stigma and provide positive role models for all pupils.**

How does the school work with pupils to address the above points? Verifiers will hold informal interviews/ discussions with pupils to gauge their view on the support available within school and their learning experiences. Evidence should also be provided that identifies the availability of pastoral care within the school. Evidence should also be included that demonstrates that the pupil has had the opportunity to input into their IEP and that the school takes the opinions of the pupil seriously and where possible/appropriate acts upon them. Awareness of dyslexia should be raised amongst all pupils within the school in a positive way.

6. The school is aware of external forms of community based support and sign-posts accordingly (e.g. parent to BDA Local Association or Support Group etc)

Evidence provided should demonstrate that the school is aware of other external agencies, such as BDA local associations, that can provide support and has information available to pass on to individuals who may require it, for example a contact list, leaflets, etc. from such organisations.



**Dyslexia / Inclusion Friendly Schools
Quality Mark Initiative**

RECORD OF EVIDENCE

FOR OFFICE USE ONLY:	
Received:	
Acknowledged:	BDA link:
Actions:	
:	

NAME OF SCHOOL:

CONTACT NAME:

Mission Statement

The aim of Dyslexia / Inclusion Friendly Schools Initiative and the associated BDA Quality Mark is to promote excellent practice in schools seeking to improve accessibility to learning for all children.

Disclaimer

In awarding the BDA Dyslexia Friendly Quality Mark for schools, 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 Education and Library Board Area.

PLEASE ATTACH ADDITIONAL INFORMATION SHEETS IF YOU WISH.

Standard One: Leadership and Management

- 1 Evidence is found in the School Development Plan that targets have been set to achieve Dyslexia Friendly Status, and how this will be monitored and evaluated on an on-going basis. This should be:
 - developed in consultation with a wide range of stakeholders, including parents/carers; and
 - effectively communicated to those stakeholders.

What form is the evidence in?

Where is the evidence located?

2 Evidence can be found of guidelines for meeting the needs of pupils with dyslexia within other whole school key policy documents. For example:

- SEN, differentiation and inclusion.
- Teaching and learning.
- Pastoral Care.
- Subject, key stage.
- Assessment and monitoring.
- Marking homework.
- Partnership with parents.
- Behaviour.
- Exclusions.

What form is the evidence in?

Where is the evidence located?

- 3** Evidence can be found in the planning documentation of all staff that they are promoting dyslexia friendly practice to meet the needs of pupils.

What form is the evidence in?

Where is the evidence located?

- 4 School governors and parents are involved and understand the role they can play in promoting dyslexia friendly practice. Evidence can be found that these groups have participated in training (e.g. awareness, homework support etc).

What form is the evidence in?

Where is the evidence located?

- 5** Evidence of a plan for on-going in-service development can be found (through school or Local Authority) in relation to Dyslexia Friendly Status. Examples include:
- Whole school awareness training.
 - Classroom Assistants receiving on-going training and support
 - Opportunities for at least one member of staff to achieve accredited training (e.g. OCR Level 5 with AMBDA).
 - Catch up arrangements for absent staff (on a rolling programme basis).
 - Supply staff provided with guidelines on dyslexia friendly teaching / pupil profiles.
 - Review and updating of in-service development in view of changing needs.

What form is the evidence in?

Where is the evidence located?

- 6** Evidence is available that school induction procedures for new staff (and supply staff) make explicit reference to explicit reference to expectations to Dyslexia Friendly status.

What form is the evidence in?

Where is the evidence located?

- 7 Data should be available to indicate the following, demonstrating changes over time to reveal the impact of dyslexia friendly practice.
- The numbers of pupils needing external support for dyslexia. This should reduce with the introduction of dyslexia friendly provision.
 - The level of incidence of literacy and numeracy difficulties.
 - The percentage of children with very low attainment in literacy and/or numeracy at the end of their key stage, compared to similar schools.
 - The value added progress for children starting their key stage with well below average attainment in English and/or mathematics, compared to national transition matrix data.
 - Parents / Carers general satisfaction levels with how the school is meeting their child's needs.
 - Where appropriate, the number of requests from the school for support training and assessment of specific learning difficulties.
 - Where applicable the number of tribunal cases and reasons for proceeding.

What form is the evidence in?

Where is the evidence located?

- 8 Evidence that resources are allocated to ensure effective implementation of the initiative, linking targeted resources to measurable outcomes.

What form is the evidence in?

Where is the evidence located?

- 9 The school has a framework for self evaluation (e.g. an audit document). This should show a continuum of development for effective inclusion including dyslexia friendly practice.

What form is the evidence in?

Where is the evidence located?

- 10** The school with the Local Authority (where appropriate) to access (data driven) and cross departmental external support and training resources for dyslexia friendly provision and challenge where required to maintain and achieve standards.

What form is the evidence in?

Where is the evidence located?

Standard Two: What is the quality of Learning?

Supporting school improvement for dyslexic learners:

1 Underpinning knowledge:

- Demonstration that staff with specific responsibilities (e.g. SENCO has dyslexia expertise gained thorough appropriate training) has a working knowledge of indicators, and appropriate interventions at an early stage, in-class strategies and programmes of support.
- Evidence that training is to be updated through in-service development.
- Demonstration that class and subject teachers know the indicators of dyslexia and strategies for support and how to access available sources of information). They also know when to refer for extra support.
- Demonstration that classroom assistants are valued members of the teaching team and apply support strategies for pupils with dyslexia. They are supported by the class teacher and SENCO) and know when to refer back for extra support or different strategies.
- Demonstration that pupils are taught about the nature of their difficulty where appropriate, including areas of strength and preferred learning styles
- Demonstration that teachers are aware of the suitability of their teaching styles.

What form is the evidence in?

Where is the evidence located?

2 Assessment and identification.

- Evidence that systems and assessments are in place to identify pupils with literacy difficulties throughout their education, including dyslexia early and specific interventions (see below).
- Pupil's progress and targets are closely monitored and evaluated regularly. Adjustments are made to support provision where necessary.
- Evidence that there is regular monitoring of the whole class to assess the progress in reading and spelling to reveal unexpected difficulties. Attainment in other curriculum areas is similarly monitored.

What form is the evidence in?

Where is the evidence located?

3 Programmes of learning - Evidence:

- That there are clearly defined classroom based intervention and support strategies.
- Appropriate, evidence-based intervention programmes are implemented. There should be clear evidence that suitable learning challenges are set.
- Diverse learning needs are met and potential barriers to achievement are overcome.
- Pen portraits of all pupils with SpLD include individual teaching and learning strategies and are available to all staff including supply teachers.
- Pupils work in a variety of groupings. They have opportunities to work collaboratively in mixed ability groups, as well as working with an adult in groups formed on the basis of appropriate, shared literacy or mathematics learning objectives. Care is taken to ensure that pupils' cognitive ability is taken into account in any setting or streaming system so that teaching presents dyslexic pupils with an appropriate level of cognitive challenge.

What form is the evidence in?

Where is the evidence located?

- 4 Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to the whole class:

Multisensory teaching and learning opportunities.

- Pupils are taught a range of learning methods e.g. Mind Mapping® summarising questioning etc.
- There is provision for one to one and small group teaching and specialist support which is dictated by need. For example for literacy, numeracy, concept reinforcement etc.
- Small group work should use multisensory teaching methods. These lessons should be scheduled with adequate frequency that reflects the IEP.
- Work is recorded using a range of formats where possible (e.g. bullets, story board, flow chart, scribed oral/recorded etc).

What form is the evidence in?

Where is the evidence located?

- 5** Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to homework:
- Provided on separate sheets, scribed into homework diaries or recorded on a dictaphone.
 - Differentiated including choice of recording method.
 - Discussed with parents as required.

What form is the evidence in?

Where is the evidence located?

- 6** Evidence that the school is also ensuring the following:
- A marking and assessment policy ensures pupils are assessed on the basis on their knowledge (rather than poor spelling). Marking should be for success and identifying development and improvement points.
 - Procedures are in place for ensuring smooth progression through school, particularly during all transition phases.
 - Pupils are encouraged to develop 'life skills', such as problem solving, decision making, stress management, communication and emotional literacy.
 - Expertise is in place to manage reasonable examination adjustments and for school tests. Provision is made in good time and throughout the school career so that pupils are taught how to use the time and any resources appropriately.

What form is the evidence in?

Where is the evidence located?

7.

Appropriate whole school awareness training (e.g. including non teaching staff) for all staff. This is likely to take up to one day

Provision of one term modular course (or equivalent) for one teacher or high level teaching assistant in each school. This could be delivered by the LEA, an HE provider or by distance learning (e.g. Open University). This should be in place and operational, or you should be working towards it.

Example course content:

- Theoretical background to dyslexia.
- Identification and assessment.
- Empirically validated intervention programmes and strategies at primary and secondary level.
- Whole school strategies.
- Inclusive classroom strategies.
- Ways to support self esteem.

Located within the support service team or spread throughout the Local Authority so that all schools benefit from access to:

Teachers holding an SpLD Diploma or Advanced (level 5) Certificate (e.g. OCR with AMBDA).

Ongoing programmes of training in place for the SENCO networks.
Ongoing Governor training programme.

What form is the evidence in?

Where is the evidence located?

- 8 Schools should have at least two of the following in place, at least one must be qualitative and one must be quantitative:

Quantitative

Measure 1: Primary

Increase the percentage of children below level 2 at the end of Key Stage 1 who progress to reach at least level 3 at the end of year 6.

Measure 2: Secondary

Increase percentage of children who are below level 3 at the end of key stage 2 to level 4 plus at the end of key stage 3.

Measure 3: Key Stage 4

Increase percentage of children who are below level 4 at the end of key stage 3 to achieve 5GCSEs A* - C or equivalent at age 16.

Measure 4: Primary Years 4, 5 & 6

Assess how many cases have occurred where the rate of achievement has been doubled over 3 years through locally agreed interventions

Qualitative

Measure 5: An enquiry into the self esteem of children and some observable impact on this through introduction of dyslexia friendly practice. Evidence to show how the data is used to inform practice

What do children say about their experiences? Set up focus groups to provide answers to key questions.

Measure 6: Measuring the confidence of stakeholders

Through SEN focus groups, questionnaires, Governors, AGMs for parents, or parent working groups etc.

What form is the evidence in?

Where is the evidence located?

- 9 The school is able to report on measurable outcomes of their inclusive practice.

What form is the evidence in?

Where is the evidence located?

Standard Three: Classroom Environment

- 1 Implementation of access strategies and dyslexia friendly teaching strategies and support is evidenced across all curriculum subjects.

What form is the evidence in?

Where is the evidence located?

- 2 Evidence of adapted classroom organisation is found and attention is paid to the following adaptive practices:
- Seating, lighting and the position of resources.
 - Key words and clearly labelled resources.
 - Information on non white paper (e.g. cream) where relevant with an accessible font and layout.
 - Alternatives to copying from the board.
 - Use of overlays where appropriate.
 - Collaborative learning and peer support.
 - ICT is used to support pupils learning. Computer screens and text size is adjusted where appropriate.
 - There is an audit of resources available within school for supporting pupils with dyslexia and SpLD. For example:
 - magnetic letters;
 - ICT software;
 - electronic spellers;
 - literacy games;
 - 'goody box' of resources (word mats, coloured filters, alphabet on the wall etc).

What form is the evidence in?

Where is the evidence located?

3 Demonstration that self esteem is promoted through:

- valuing the individual and their diversity;
- praise for effort and achievement in all areas;
- promoting strengths;
- providing opportunities for success; and
- providing a stress free learning environment

What form is the evidence in?

Where is the evidence located?

- 4 Evidence that Effective measures are in place to deal with harassment or bullying related to SEN.

What form is the evidence in?

Where is the evidence located?

Standard Four: Partnership and Liaison with Parents, Carers and Governors and other Concerned Parties

- 1 Evidence that parents are aware of, and have confidence in, arrangements to meet the special educational needs of their children.
 - Effective communication is in place for parents to understand dyslexia and the basis on which the dyslexia friendly school teaches and supports their child. This should include:
 - reference to the Code of Practice;
 - school systems for keeping parents informed, and vice versa; and
 - progress monitoring for effecting and attending reviews for parents expressing concerns that the school may not have noticed especially about the emotional wellbeing of the child.

What form is the evidence in?

Where is the evidence located?

- 2 Evidence that the school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents.

What form is the evidence in?

Where is the evidence located?

- 3 Evidence that the school actively involves parents in planning provision for the child through a variety of means of engagement. Promoting ongoing working partnerships with parents which contribute to effective learning at home and school. Parents should be encouraged to express concerns as they occur and schools should ensure that parents know to whom to address them.

What form is the evidence in?

Where is the evidence located?

- 4 Evidence of the procedures followed to log and take action on parental concerns e.g. awareness of complaints procedures

What form is the evidence in?

Where is the evidence located?

5 Demonstration of working in partnership with pupils:

- Involve pupils. Help them to understand their dyslexia and value their achievements
- Help with emotional and behavioural issues.
- Assist pupils in identifying their own learning strategies. Help them to implement them, record and disseminate information to all teachers.
- Involve pupil in IEP planning.
- Find out about pupil's interests, strengths and weaknesses. Include these on their IEP and in planning.
- Promote the pupil advocacy service, mentors and counsellors where appropriate.
- Promote a "can do" culture.

Raise an awareness of dyslexia and SEN amongst peers. Remove the stigma and provide positive role models for all pupils.

What form is the evidence in?

Where is the evidence located?

- 6 The school is aware of external forms of community based support and signposts accordingly (e.g. parent to BDA Local Association or Support Group, etc.)

What form is the evidence in?

Where is the evidence located?

Signature:

Date:

Print Name:

Position:



Dyslexia Friendly Schools Action Plan

Standards: Criteria Reference	Action to be taken	By Whom	Date to be reviewed	Date to be achieved

Verification Plan (EXAMPLE)

Standard	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria
Standard One: Leadership & Management	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Standard Two: What is the Quality of the Learning	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8
Standard Three: Creating a Climate for Learning	3.1	3.2	3.3	3.4				
Standard Four: Partnerships	4.1	4.2	4.3	4.4	4.5	4.6		

The criteria highlighted will form the basis of the sampling undertaken by the verifier, however, in addition the verifier reserves the right to assess further criteria at the time of verification and therefore all evidence should be readily available for inspection on the day of the verification visit.

Schools are strongly advised to ensure that evidence is clearly referenced to the criteria and that a brief explanation of each piece of evidence is supplied along with an explanation of the relevance of each document in terms of why the organisation feels that it meets the criteria if they feel that this is required.

During the day the verifier will expect to observe teaching sessions in the classroom, interview groups of pupils (who are dyslexic), interview teachers, the individual responsible for special needs within the school, the head teacher, at least one parent (of a dyslexic child), partnership organisations (if appropriate) and a school governor. It is appreciated that sometimes it is difficult to gather all such individuals on the day of the verification and if this is the case the verifier will be happy to contact individuals by phone either before or after the verification visit.

Schools are reminded that whilst assessing the paper based evidence is an important part of the verification the verifier will also be assessing whether such evidence is translated into practice within the school environment.



Additional Useful Documents

(For Guidance/Information Purposes)

Teaching Practice Observation Checklist

Environment	Achieved Y/N	Comments
The room is well ventilated and at an appropriate temperature		
The room is well lit ideally with natural light		
Dyslexic pupils are placed near to the front of the class within easy view of the teacher		
Dyslexic pupils are positioned so that they have a clear view of the board		
Dyslexic pupils have sufficient space to accommodate their work, particularly left handers		
The classroom is as quiet as possible to avoid noise disturbance		
Movement around the classroom is minimized to avoid visual disturbances		
Sources of equipment/resources are clearly labelled and organized		
Key words/vocabulary are placed strategically around the classroom to support current topics		
Desk top aids are available and their use encouraged		

Teaching Practice	Achieved Y/N	Comments
Clear objectives are stated at the start of the lesson (the big picture is given)		
Links to previous learning are made		
Priority points and/or new key vocabulary are given, explained and recorded clearly, such as through bullet points, wall displays, etc.		

The teacher utilizes a multi-sensory approach for all learning points throughout the session, taking into account all learning styles		
There is a minimum requirement for dyslexic pupils to record /copy information from the board or from books.		
Teacher notes/handouts that contain the learning points are readily available for pupils		
Pupils are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc.		
All pupils are actively encouraged to make verbal contributions and take part in discussions		
Dyslexic pupils are not made to read or write in front of the class		
Resources/handouts are tailored to meet the needs of dyslexic pupils		
Collaborative working is encouraged including, group work, the sharing of notes, learning buddies, etc.		
The pace of the session should take into account the needs of learners with time built in for thinking time/brain breaks		
Frequent and effective use is made of questioning both open & closed questions to check understanding		
Pupils are not expected to multi-task and tasks are clearly demarcated as looking, listening and writing with an equal balance of such tasks being evident		
The lesson follows a logical sequence with each learning point leading on from the previous. Links between these learning points are frequently reinforced and made explicit		

Pupils are encouraged to ask questions and make oral contributions		
Additional time is allowed within sessions for dyslexic pupils to process information and for reading and writing		
Key points are reinforced and highlighted both orally and visually		
Effective use is made of colour, visual aids, etc within presented information to highlight key points		
Instructions and information are broken down into small steps with no more than 3 clear pieces of information being given at one time. Checks of understanding are made after each stage		
Handouts conform to dyslexia friendly guidelines		
Positive and constructive feedback is given to pupils at appropriate intervals		
Homework tasks are clearly explained and homework instructions are written down for dyslexic pupils. (Home work is not set in that last few minutes of the session)		
Marking criteria are clearly explained to pupils		
There is a recap of the objectives and key learning points at the end of the session		

Marking/Assessment	Achieved Y/N	Comments
Homework set is appropriate for the individual pupil, where necessary it is differentiated		
Pupils are encouraged to record homework in a variety of ways, if appropriate		
Where appropriate homework is marked for content rather than		

accuracy of spelling, etc. Recognition is also given for effort		
Feedback should be positive and constructive		
A clear indication of the time to be spent on homework should be given		
Clear and realistic deadlines for the submission of homework should be set, communicated and confirmed with the pupil and clearly recorded for them		
Parents and pupils are encouraged to comment on the homework set and such comments are reviewed and utilised to inform future practice		
Pupils know how to access additional support with homework if required		
Reminders, such as notebooks, personal checklists, etc. are used to help pupils remember specific items/equipment for future sessions		

Guidance Questions for Discussions with Pupils

School:

Name of pupil:

Class:

- Do you like school?
- What are the things that you like about school?
- What are the things that you most dislike about school?
- What are you good at?
- What does it mean to you to be dyslexic?
- How do your teachers help you?
- Does anyone else help you in school?
- If you need extra help do you know who to ask for it?
- What would you like to do in the future?
- Do your friends understand about dyslexia?
- What could the school or your teachers do to help you more?
- Do you have any problems completing homework?

- If there was one thing that you could change about school what would it be?

Interview Questions for SENCOs

1. How many children are dyslexic in the school?
2. How many dyslexic children are at school action, school action plus and have statements?
3. Explain to me the process that you would implement if a child is giving cause for concern? How/who would initially identify concerns?
4. What screening/assessment tools do you use?
5. What qualifications do you have? (If not a specialist how do you access specialist support?)
6. What further CPD do you intend to take in the future to assist you in your role?
7. What specific intervention programmes do you have for dyslexic children? Who administers\supervises these?
8. How are the “softer” outcomes developed with dyslexic children, e.g. confidence, self esteem, organisational skills, etc?
9. What additional resources are available to children & teachers in class to support the dyslexic children?
10. How do you communicate with parents and involve them in the support process?

11. How do you access additional advice and guidance if you need it?
12. What role does the LEA/CS play in the support process?
13. How do you support classroom teachers and TAs?
14. How do you make sure that individual class teachers and supply teachers are aware of the needs of the dyslexic children in their class?
15. What is the process for applying for exam concessions within the school?
16. How many children in the school have SEBD issues have these also been assessed for SpLD?
17. Do you feel that the resources that you currently have are adequate? What would you like to have and why?
18. How you feel that the Dyslexia Friendly Schools scheme has made a difference to:
 - You
 - Other member of staff
 - The children

Questionnaire for Governors

Name:

Position:

Do school policies specifically refer to dyslexia?

Is a culture of valuing differences encouraged within the school, can you give an example of this?

Are special needs and inclusion seen as priority areas and specific targets set for these areas, what are these targets and how do governors monitor the achievement of these? What action would be taken if these targets were not being met?

What resources are allocated for special needs?

Do parents know where to go for help if problems are not resolved, what is the process for this and how frequently do parents make use of it? How are parents made aware of this process?

Have governors been given the opportunity to participate in dyslexia training, what did it involve?

Questionnaire for Parents

Name:

School:

Pupil's Class:

How do you feel your child is progressing in school?

Do you have any particular areas of concern?

Do you know who to contact to discuss any concerns?

What has been the response of the school to your concerns?

What kind of support does your child receive?

Do you feel that the level of support is appropriate to meet your child's needs?

Is your child happy with their experiences at school?

Do you feel that the amount and/or type of homework set is appropriate for your child?

Has your child received support in developing study skills?

Has the school offered you any training/information about dyslexia?

Are there any other comments that you would like to add?

Interview Questions for Teachers

Name of Teacher:

1. What process would you implement if a child is giving you cause for concern? What would you be looking for in terms of warning signs or indicators?
2. How many dyslexic children do you have in your class?
3. Explain to me that nature of the difficulties of two of these children?
4. What reasonable adjustments do you make for these children?
5. How do you implement the principles of a multi-sensory approach within your teaching
6. How do you ensure that the learning environment is dyslexia friendly?
7. How do you differentiate the curriculum for the dyslexic children within your class? How do you take into account intellectual ability as well as the dyslexia?
8. What is the school's marking policy? How is this applied to dyslexic children?
9. How do you develop the softer outcomes such as self esteem, organisational skills, etc. with these children?
10. What resources do you have available to you in the classroom to support the dyslexic children?

11. What training have you received in relation to dyslexia? What further CPD do you intend to take in this area?

12. How do you communicate with parents of dyslexic children?

13. Where/who do you go to if you require additional advice and/or support?

14. What role does the LEA/CS play in the support process?

15. How do you support TAs when they are working with dyslexic children?

16. Do you feel that the resources that you currently have are adequate? What would you like to have and why?

17. How do you feel that the Dyslexia Friendly Schools scheme has made a difference to:

- You
- Other members of staff
- The children