



BDA Quality Mark for Post 16 Education & Training Providers

Introduction

What is a Dyslexia Post 16 Education & Training Provider?

Dyslexia friendly providers are able to identify and respond to the “unexpected difficulties” that a dyslexic learner may encounter. Trainers/tutors are expected to identify and respond to a range of diverse learning needs in mainstream settings. Appropriate responses and support can make a significant difference to individuals who are dyslexic and help to ensure that they achieve their potential.

Post 16 education and training provides many opportunities for the dyslexic individual. Some dyslexic individuals may have had negative experiences within statutory education and see such training as the opportunity to utilise the strengths and talents that they have. Some individuals may not even be aware that they are dyslexic. This is, however, likely to pose a range of challenges for organisations that provide such training. For example, they may be dealing with low levels of basic skills, low levels of self esteem and confidence, and disengagement from learning, etc.

The BDA’s Quality Mark aims to provide a framework of support and understanding for organisations within which the dyslexic individual can build on existing skills and talents as well as develop new skills. Such a framework ensures that all within the organisation have a good knowledge of the needs of the dyslexic individual and that resources are available to meet such needs. This in turn is likely to lead to greater levels of achievement and retention. The Quality Mark for the Post 16 Education and Training Sector is made up of standards that cover 5 areas, these are:

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

Under each of the above headings are criteria that must be achieved in order to demonstrate that the standard for a Dyslexia Friendly Post 16 Education & Training Provider has been met.

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

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

Achieving this award demonstrates not only a positive commitment to meeting the needs of dyslexic individuals but also an approach to learning that embraces diversity and is likely to improve the experiences of all individuals within the organisation.

How does a training provider 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 training provider has two years in which to achieve the Quality Mark from the date of registration. The Quality Mark can be awarded to a whole organisation or to individual departments or centres within the organisation.
2. Using the Standards document, also included at the end of this section, carry out a self audit of the training provision. 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 provision provided 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 training provision 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 trainers, support tutors, assessors, verifiers and/or managers 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 learner'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 training room". 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 criteria. 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 training centre. 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/training sessions, observations can be flexible to suit the normal working day and usually last between 30 -60 minutes. Verifiers will usually try to observe at

least 3 sessions (depending on the size of the organisation) that reflect the make up of the organisation in terms of age, subject, etc. If it is a particularly large organisation the BDA may send more than one verifier.

- Interview key staff including senior managers, those with responsibilities for additional learning support, Tutors, trainers, assessors and verifiers.
- Interview at least one group of dyslexic learners.
- It is though appreciated in the case of senior managers 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 organisation. 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 Quality Mark has been achieved.

11. Within two weeks of the visit the Training Provider 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 Training Provider has achieved the Quality Mark
- The Training Provider 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 Training Provider 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 the Training Provider 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 Training Provider 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 then be used on the Training Provider's letter head, publicity materials, etc.

14. The Training Provider may hold the Quality Mark for 3 years, although during this time the BDA does reserve the right to visit the Training Provider 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 Training Provider 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 Post 16 Education & Training Providers



**Dyslexia Friendly Post 16 Education &
Training Provider UK
Quality Mark Initiative**

Application Form

Your Details

Training Provider Name:

Contact Name:

Position:

Address:

.....

.....

Daytime Tel No:

Email address:

Fax:

Data Protection Act 1998

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

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

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

Disclaimer

In awarding the BDA Dyslexia Friendly Quality Mark for Post 16 Education & Training Providers, 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 organisation.

Payment

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

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

Please note that all fees are non refundable.

Payment	Fee
Registration payment Due with your application form.	£862.50 (£750 plus VAT)
Verification payment Due before your verification visit.	£862.50 (£750 plus VAT)
Renewal payment Due every 3 years after the Quality Mark is awarded.	£1,725.00 (£1,500 plus VAT)

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

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

I wish to pay by:

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

Invoice

Order Number:

Invoice address:

Declaration

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

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, Education & Conferences 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 Post 16 Education & Training
Quality Mark**

THE DYSLEXIA FRIENDLY STANDARDS

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

NAME OF PROVIDER:

CONTACT NAME:

Mission Statement

The aim of Dyslexia Friendly Post 16 Education & Training Quality Mark is to promote excellent practice by the organisation as it carries out its role of supporting and challenging its staff to improve accessibility for more learners.

Disclaimer

In awarding the BDA Dyslexia Friendly Post 16 Education & Training Quality Mark 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 student studying.

Standards for BDA Dyslexia Friendly Post 16 Education & Training – BDA Quality Mark

Standard One: Effectiveness of Management Structure.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
1.1 Dyslexia is an issue which is seen to have status across the organisation. It is addressed as an element within organizational policies (equality, quality, inclusion etc).				
1.2 All managers have a firm commitment to supporting learners with dyslexia.				
1.3 Additional learning needs and dyslexia in particular are an integral part of organisational policies.				
1.4 Dyslexia is prioritised as an area for continuing professional development for staff.				
1.5 There is commitment to a whole organisation awareness raising approach to dyslexia.				
1.6 All staff are provided with clear, written guidelines for supporting dyslexic learners.				
1.7 Clearly identified policy guidelines enable delegated additional learning needs resources to be fully and creatively used to support and improve learner performance.				

Standard One: Effectiveness of Management Structure.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
1.8 Human resources are managed efficiently to provide effective support for dyslexic learners. Levels of available support are sufficient to respond to learning needs.				
1.9 Human resources are managed efficiently to provide effective support for staff who are dyslexic. Levels of available support are sufficient to enable them to carry out the functions of their role.				
1.10 Referral procedures for support are clear to all staff and are actively followed through.				
1.11 The organisation translates policy into practice through its development plans.				
<p style="text-align: center;">Total for Effectiveness of Management Structure</p> <p style="text-align: center;">Number of standards achieved</p>				

Standard Two : Identification of Dyslexia / SpLD.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
<p>2.1 All applicants are pro-actively encouraged to disclose their dyslexia.</p> <ul style="list-style-type: none"> • Several opportunities are made available for the applicant to disclose whether diagnosed or suspected but undiagnosed. • Partnerships and links are used effectively to ensure all evidence about a learners needs and abilities are drawn together. • During this process confidentiality is respected. 				
<p>2.2 A robust system of initial assessment in literacy skills for all new learners is in place. Overall ability and potential are fully taken into consideration at this stage.</p>				
<p>2.3 A robust system of referring learners for diagnostic assessments for dyslexia is in place.</p>				
<p>2.4 Access to sufficient SpLD Level 5 trained staff to carry out such assessments is available.</p>				
<p>2.5 Each assessment includes time for feedback sessions with both the learner and their tutors.</p>				
<p>2.6 Following assessment a clearly defined system is in place to ensure any necessary adjustments to the curriculum are made.</p>				

Standard Two : Identification of Dyslexia / SpLD.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
2.7 Time is made available for assessors to meet to discuss professional standards and undertake peer review to ensure quality and consistency of assessments.				
2.8 Teaching/training staff are supported with interpretation of assessments to inform appropriate support strategies incorporating techniques that respond to learning styles.				
<p style="text-align: center;">Total for Identification of Dyslexia /SpLD Number of standards achieved</p>				

Standard Three: Effectiveness of Resources (Physical Environment; Teaching\Training & Learning)	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
3.1 The dyslexic learner finds the physical environment is comfortable, safe and conducive to learning.				
3.2 Signage and facilities enable easy navigation around the organisation.				
3.3 Staff understand and put into practice policies which: <ul style="list-style-type: none"> • promote inclusive teaching/training and learning; and • reflect an ethos of respect and encourage equality and diversity. 				
3.4 Information, Advice and Guidance offered supports dyslexic learners to make informed choices.				
3.5 All staff have knowledge and understanding of dyslexia friendly approaches and apply them. This results in the learning/training environment building learners' confidence and promoting positive self-esteem.				

Standard Three: Effectiveness of Resources (Physical Environment; Teaching\Training & Learning)	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
3.6 There is a clear framework for progression that includes: <ul style="list-style-type: none"> • Access Arrangements for examinations and coursework being positively catered for; • dyslexia friendly marking policies being put in place; and • achievement being monitored and feedback is given in an appropriate manner. 				
3.7 Appropriate resources are available to allow learners with dyslexia to access the curriculum and to work independently. <ul style="list-style-type: none"> • These resources are matched to their individual learning needs, are age appropriate and were possible curriculum specific to promote achievement. • ILT/ALT resources are appropriately accessible to the learner in the location were they are studying. 				
3.8 There are systems in place to monitor the effectiveness of learner support and progress.				
3.9 Challenging and realistic targets are set for quality of support. This process is monitored by Senior Managers.				

Standard Three: Effectiveness of Resources (Physical Environment; Teaching\Training & Learning)	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
3.10 Data collected evidences that support for dyslexic learners has a positive effect on learner retention and achievements.				
3.11 Learners are involved in the monitoring process.				
3.12 Learners with dyslexia are engaged in and are enjoying the learning process.				
<p style="text-align: right;">Total for Resources</p> Number of standards achieved				

Standard Four: Continuing Professional Development.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
4.1 Whole organisational training on dyslexia / SpLD takes place at regular intervals to all full-time and part-time staff.				
4.2 Awareness raising is occupationally focussed and content provides practical strategies.				
4.3 Opportunities are available for a minimum of one member of staff to achieve a Level 5 specialist qualification that offer Associate Membership of the BDA (AMBDA) or its FE/HE equivalent, for example OCR, DA, OU.				
4.4 Continuing Professional Development emphasises listening to learners and empowering them to explain the difficulties they experience.				
4.5 The organisation's tutors are empowered to give advice and guidance to colleagues on appropriate strategies to support learners with dyslexia during Continuing Professional Development (and in practice).				
4.6 Continuing Professional Development initiatives ensure practitioners are competent in integrating appropriate ILT / ALT strategies to support teaching and learning				

Standard Four: Continuing Professional Development.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
4.7 Continuing Professional Development initiatives ensure Support staff are competent in utilising a range of appropriate enabling technologies.				
4.8 Continuing Professional Development initiatives promote through training a whole organisation 'culture of confidence' that enables students to have access to a range of appropriate dyslexia related software e.g. Text HELP				
Total for Staff Development Number of standards achieved				

Standard Five: Partnership with learners; parents / carers; and external agencies.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
Partnership with learners				
5.1 Learners are aware of the basis on which the organisation assesses, teaches and supports dyslexics.				
5.2 Learners are helped to understand their dyslexia and to value their achievements.				
5.3 Learners are assisted to identify their own learning strategies to develop study and organisational skills.				
5.4 Learners are helped to record and disseminate information about strategies and support required to the relevant staff within the organisation.				
5.5 The organisation provides support for emotional and behavioural problems and encourages the use of mentors or counsellors where appropriate.				
5.6 The organisation raises awareness of dyslexia and all diversity issues amongst peers and provides positive role models for learners.				

Standard Five: Partnership with learners; parents / carers; and external agencies.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
Partnership with parents / carers (where appropriate, and particularly with learners under eighteen years).				
5.7 The organisation can provide evidence to show that where appropriate effective communication is in place for parents to understand dyslexia and how the organisation teaches/trains and supports learners.				
5.8 Parents/ carers are encouraged to raise any concerns and know how to do so. Parental / carer concerns and issues are taken seriously, logged and actioned.				
5.9 Where possible, parents / carers are consulted about effective approaches to the provision of support for learners.				
5.10 Where possible parents / carers are actively involved in planning for progress.				

Partnership with external agencies.				
5.11	Systems are in place for successful transition at all key stages e.g. from school, to HE, and for 14+ transition planning. This includes liaison with schools, HE establishments, Connexions etc.			
5.12	The organisation has systems in place for co-ordinating information about learners on work based training to ensure that the work placement is successful.			
5.13	The organisation offers guidance to employers to enable them to engage in the understanding of dyslexia and the implications of the DDA (1995, Part 2) for placements.			
5.14	Learners, parents and other partners are informed of other sources of help and information e.g. local dyslexia association or support group.			
Total for Partnership Number of standards achieved				

Final Score

Total number of Standards achieved in all Sections
(out of 52):

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:

Katherine Dumas
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 Post 16 Education & Training Provider Guidance Notes for Standards

Effectiveness of Management Structure:

1.1 Dyslexia is an issue, which is seen to have status across the organisation. It is addressed as an element within organisational policies (equality, quality, inclusion, etc.).

Copies of the relevant policies, equality, quality, inclusion, etc with elements of where dyslexia is specifically mentioned highlighted, plus an example of where such policies have been utilised. Dyslexia is included within promotional material and examples produced.

1.2 All managers have a firm commitment to supporting learners with dyslexia across the whole curriculum.

A signed statement from Chief Executive (or equivalent). A case study outlining an example of where support has been provided to a number of learners from different areas is produced. Evidence of training delivered to managers is available.

1.3 Additional learning needs and dyslexia in particular are an integral part of whole organisational policies.

Same evidence as for 1.1.

1.4 Dyslexia is prioritised as an area for continuing professional development for staff.

Evidence of staff development/training that has taken place in this area, schedules for continuing training, evidence of how many staff both academic

and administrative and support have received such training is available. Evidence of induction materials for new staff and that such induction materials include information on dyslexia.

1.5 There is a commitment to a whole organisation awareness raising approach to dyslexia.

Evidence is produced that demonstrates that information is readily available to both staff and learners in relation to dyslexia. Dyslexia is specifically mentioned with promotional material, posters, etc. with examples provided.

1.6 All staff are provided with clear, written guidelines for supporting dyslexic learners.

Evidence of such guidelines, this will include discussions with staff to ensure they have these guidelines. Checks will be made on the content of guidelines to ensure clarity and accuracy.

1.7 Clearly identified policy guidelines enable delegated additional learning needs resources to be fully and creatively used to support and improve learner performance.

Lists of what resources are available with details of how they are accessed, how frequently they are monitored for effectiveness and evidence that are used by learners.

1.8 Human resources are managed efficiently to provide effective support for dyslexic learners. Levels of available support are sufficient to respond to learning needs.

Evidence is seen that details how many designated support staff there are in relation to the numbers of students on programmes.

1.9 Human resources are managed efficiently to provide effective support for staff who are dyslexic. Levels of available support are sufficient to enable them to carry out the functions of their role.

Evidence of a policy for DDA and employment support in terms of assessments and implementation of reasonable adjustments with examples of where such support has been provided.

1.10 Referral procedures for support are clear to all staff and actively followed through.

Evidence from 1.9 should cover this in relation to staff only. For students the documentation associated with the referral process should be produced.

1.11 The organisation translates policy into practice through its development plans.

Evidence of development plans where dyslexia is highlighted is available

Identification of dyslexia/SpLD

2.1 All applicants are pro-actively encouraged to disclose their dyslexia

- **Several opportunities are made available for the applicant to disclose whether diagnosed or suspected but undiagnosed.**
- **Partnerships and links are used effectively to ensure evidence about learners needs and abilities are drawn together.**
- **During this process confidentiality is respected.**

How are applicants encouraged to disclose their dyslexia? Evidence could be questions on induction materials, enrolment forms, inclusion of the dyslexia checklist at interviews, interview questions, information in promotional materials/prospectus.

Evidence of links with other providers, schools, colleges, trainers, parents, connexions, etc (if appropriate). How is information shared effectively and in a timely manner? (Statements from other partners plus information on how the process works).

2.2 A robust system of initial assessment in literacy skills for all new learners is in place. Overall ability and potential are fully taken into consideration at this stage.

Evidence of the initial assessment process is available along with details of, what tools are used how do they assess potential, e.g. initial interviews as well as testing. Evidence of what entry criteria they have.

2.3 A robust system of referring learners for diagnostic assessments for dyslexia is in place.

What is the system? Statement of what they do with supporting evidence, evidence that it is implemented for example documents showing an actual referral for a number of individuals. What criteria are used to initiate such referral? What diagnostic tools are used? How many referrals are made in relation to the numbers of students they have (10%). Evidence of dates to demonstrate the efficiency of this process, i.e. referrals must take place within a timely manner (within 4 weeks of enrolment).

2.4 Access to sufficient SpLD level 5 trained staff to carry out such assessments is available.

How many such staff do they have available in relation to the numbers of students. What are their qualifications/experience? Evidenced through staff CVs.

2.5 Each assessment includes time for feedback sessions with both the learner and their tutors.

Evidence of reports from assessments and details of the feedback sessions in terms of the time allowed for them and the timely nature of both assessments and feedback. Evidence that information is passed to and explained to tutors within a timescale. All evidence must be dated.

2.6 Following assessment a clearly defined system is in place to ensure any necessary adjustments to the curriculum are made.

Evidence of actions taken to implement recommendations following assessments, e.g. content of ILPs, sessions plans, assessment concessions, etc.

2.1 to 2.6 and 2.8 should be evidenced through following through a number of case studies of individual learners. The number of case studies would be dependent on the number of learners enrolled.

2.7 Time is made available for assessors to meet to discuss professional standards and undertake peer review to ensure quality and consistency of assessments.

Evidence that this takes place, could be minutes of meetings, etc.

2.8 Teaching/training staff are supported with interpretation of assessments to inform appropriate class/training room support strategies incorporating techniques that respond to learning styles.

Evidence of specific recommendations of strategies to be used are evidenced in reports. Evidence that these are passed to teaching staff and included within ILPs and session plans

Effectiveness of Resources (Physical Environment; Teaching & Learning)

3.1 The dyslexic learner finds the physical environment is comfortable, safe and conducive to learning.

Practical observed assessment of the learning environment, environment to be assessed for ventilation, appropriate lighting, potential visual and noise disturbance, layout, equipment, etc.

3.2 Signage and facilities enable easy navigation around the organisation.

Practical observation and test of signage - is it mainly words or does it include pictorial signage as well?

3.3 Staff understand and put into practice policies which:

- **Promote inclusive teaching and learning and**
- **Reflect an ethos of respect and encourage equality and diversity**

Interviews with staff observation of teaching practice.

3.4 Information, advice and guidance offered supports dyslexic learners to make informed choices.

What IAG is available? Have those providing this service knowledge of dyslexia? Evidence that they have this knowledge, e.g. training attended. Evidence that dyslexia is addressed within information material. Would a dyslexic individual receive any additional help/support if so what would it be and how is it delivered, evidence could be signed statement and information on the process and service offered. Statistical evidence of take up of this service with particular examples of support to dyslexic individuals. Also evidence of information being passed on by guidance tutors/agencies to relevant referral agencies with recommendations re support needs.

3.5 All staff have knowledge and understanding of dyslexia friendly approaches and apply them. This results in the learning environment building learner's confidence and promoting positive self-esteem.

Observation of teaching practice for a proportion of staff to be covered by standard. Individual interviews/questionnaires to dyslexic students or signed statements from students.

3.6 There is a clear framework for progression that includes:

- **Access arrangements for examinations and coursework being positively catered for**
- **Dyslexia friendly marking policies being put in place and**
- **Achievement being monitored and feedback is given in an appropriate manner.**

Evidence of applications for exam concessions. Evidence of marking policies, including moderation 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 learners. Samples of assessed work should include testimony to identify how and why changes were made to

accommodate the needs of the dyslexic learner, these should be authenticated by the assessor, learner and internal/external verifier.

3.7 Appropriate resources are available to allow learners with dyslexia to access the curriculum and to work independently

- **These resources are matched to their individual needs, are age appropriate and where possible curriculum specific to promote achievement**
- **ILT/ALT resources are appropriately accessible to the learner in the location where they are studying**

Evidence of what resources they have, where they are and how they are accessed? This would need to be checked to ensure that they are there! Is training provided to students in their use, what is the up take?

(Evidence provided in the case studies in section 2 should enable the auditor to follow an audit trail to see if recommendations included in assessments have been followed through and resources supplied to individuals)

3.8 There are systems in place to monitor the effectiveness of student support and progress.

Evidence should be clear through ALS records, i.e. progress reviews, tutor reviews/feedback and student feedback. Records of achievement.

3.9 Challenging and realistic targets are set for quality of support. This process is monitored by senior managers.

Evidence of performance targets for staff in relation to dyslexia that have been set and evidence of the review of these and associated actions taken following review.

3.10 Data collected evidences that support for dyslexic learners has a positive effect on student retention and achievements.

Evidence of retention and achievement statistics and feedback from learners on their learning experiences.

3.11 Learners are involved in the monitoring process.

Evidence of learner feedback and evaluations verifier (structured) interviews with students.

(Student feedback/evaluation questions and structured interview questions for verifiers)

3.12 Learners with dyslexia are engaged in and are enjoying the learning process.

Evidence as for 3.11

Standard four: Continuing Professional Development

4.1 Whole organisation training on dyslexia/Spld takes place at regular intervals to all full-time and part-time staff.

Evidence of dyslexia training schedules (past, present, future), attendance sheets from training including breakdown of percentages of total staff who have attended to date, evaluations from training events.

4.2 Awareness raising is vocationally focused and content provides practical strategies.

Evidence of session plans used in training events that demonstrate content that is vocationally relevant and includes suggestions for support approaches and strategies, including how to empower dyslexic learners.

4.3 Opportunities are available are available for a minimum of one member of staff to achieve a level 5 specialist qualification that offers Associate Membership of the BDA (AMBDA) or its equivalent for example OCR, OU, DA.

Evidence from staff development records showing where the attainment of these qualifications has been supported.

4.4 Continuing professional development emphasises listening to learners and empowering them to explain the difficulties they experience.

Evidence as for 4.2

4.5 The organisation's tutors are empowered to give advice and guidance to colleagues on appropriate strategies to support learners with dyslexia during continuing professional development and in practice.

Evidence from 2.8 may well cover this area but additional evidence may be required to demonstrate where dyslexia tutors have given advice to other colleagues either with regard to individual students or through input at team meetings, etc. Such evidence would be minutes of meetings, etc.

4.6 Continuing professional development initiatives ensure that practitioners are competent in integrating appropriate ILT/ALT strategies to support teaching and learning.

Evidence from staff development records demonstrate that staff have attended such training and that there is evidence of the use of the above in teaching sessions.

4.7 Continuing professional development initiatives ensure support staff are competent in utilising a range of appropriate enabling technologies.

Evidence as for 4.6

4.8 Continuing professional development initiatives promote through training a whole organisation culture of confidence that enables learners to have access to a range of appropriate dyslexia related software e.g. TextHELP

Evidence as for 3.7.

Standard five: Partnerships with learners; parents/carers and external agencies.

Partnerships with learners:

5.1 Learners are aware of the basis on which the organisation assesses, teaches and supports dyslexics.

Evidence of promotional material and learner information/handbooks provided for dyslexic learners (ideally available in a range of formats to accommodate the needs of those students with limited literacy skills) or evidence of discussions with learners where these areas have been included and explained, e.g. paperwork from initial interviews, induction, enrolment, etc.

5.2 Learners are helped to understand their dyslexia and to value their achievements.

Evidence of feedback provided to learners following assessment plus evidence of ongoing review/feedback/evaluation sessions.

5.3 Learners are assisted to identify their own learning strategies to develop study and organisational skills.

Evidence of discussions with learners and access to study skills support sessions. Evidence from 5.2 may well also cover this point.

5.4 Learners are helped to record and disseminate information about strategies and support required to all staff.

Evidence from 4.5 and 2.8 can be used to support this criteria in addition evidence required to demonstrate that learners are involved within the managing of the dyslexia/college, e.g. learner forums

5.6 The organisation raises awareness of dyslexia and all diversity issues amongst peers and provides positive role models for learners

Promotional materials

As part of the verification of the above standard discussions/interviews will be undertaken with dyslexic learners to gather feedback on their individual learning experiences.

Partnerships with parents/carers (where appropriate and particularly with learners under eighteen years)

5.7 The organisation can provide evidence to show that where appropriate effective communication is in place for parents to understand dyslexia and how the college teaches and supports learners.

Evidence of promotional/informational information given to parents outlining the organisation's support of dyslexia including the process available to parents to contact/discuss issues in relation to dyslexia. Evidence that opportunities are provided for parents to discuss the needs of the student with staff.

5.8 Parents are encouraged to raise any concerns and know how to do so. Parental concerns and issues are taken seriously, logged and actioned

Evidence from 5.7 plus evidence of cases where such communications have taken place.

5.9 Where possible parents are consulted about effective approaches to the provision of support for learners.

Parents are provided with opportunities to communicate with the organisation and their input is actively sought, e.g. letters to parents, etc. Ideally evidence of parental support networks.

5.10 Where possible parents are actively involved in planning for progress.

Evidence of meetings/discussions with parents, entrance and exit interviews for parents and students where appropriate

5.11 Systems are in place for successful transition at all stages e.g. from school, to HE and for 14+ transition planning. This includes liaison with schools, HE establishments, Connexions, etc.

Evidence of such systems, e.g. contacts with schools, transfer of information processes, etc.

5.12 The organisation has systems in place for co-ordinating information about learners on work based training to ensure the work placement is successful.

Evidence of the process of communication to work based training providers.

5.13 The organisation offers guidance to employers to enable them to engage in the understanding of dyslexia and the implications of the DDA (1995, part 2) for placements

Evidence of guidance materials provided to employers

5.14 Learners parents and other partners are informed of other sources of help and information, e.g. local dyslexia associations or support groups.

Evidence that such information is included within informational/guidance materials.



**Dyslexia Friendly Post 16 Education
& Training
Quality Mark**

Record of Evidence

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

Name of Organisation:

Contact Name:

Mission Statement

The aim of the BDA's Dyslexia Friendly Post 16 Education & Training Quality Mark is to promote excellent practice by the organisation as it carries out its role of supporting and challenging its staff to improve accessibility for more learners.

Disclaimer

In awarding the BDA Dyslexia Friendly Post 16 Education & Training Quality Mark 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 student.

PLEASE ATTACH ADDITIONAL INFORMATION SHEETS AS REQUIRED.

Standard One: Effectiveness of Management Structure.

1.1 Dyslexia is an issue which is seen to have status across the organisation. It is addressed as an element within organizational policies (equality, quality, inclusion etc).

What form is the evidence in?

Where is the evidence located?

1.2 All managers have a firm commitment to supporting learners with dyslexia.

What form is the evidence in?

Where is the evidence located?

- 1.3 Additional learning needs and dyslexia in particular are an integral part of organisational policies.

What form is the evidence in?

Where is the evidence located?

- 1.4 Dyslexia is prioritised as an area for continuing professional development for staff.

What form is the evidence in?

Where is the evidence located?

1.5 There is commitment to a whole organisation awareness raising approach to dyslexia.

What form is the evidence in?

Where is the evidence located?

1.6 All staff are provided with clear, written guidelines for supporting dyslexic learners.

What form is the evidence in?

Where is the evidence located?

- 1.7 Clearly identified policy guidelines enable delegated additional learning needs resources to be fully and creatively used to support and improve learner performance.

What form is the evidence in?

Where is the evidence located?

- 1.8 Human resources are managed efficiently to provide effective support for dyslexic learners. Levels of available support are sufficient to respond to learning needs.

What form is the evidence in?

Where is the evidence located?

- 1.9 Human resources are managed efficiently to provide effective support for staff who are dyslexic. Levels of available support are sufficient to enable them to carry out the functions of their role.

What form is the evidence in?

Where is the evidence located?

- 1.10 Referral procedures for support are clear to all staff and are actively followed through.

What form is the evidence in?

Where is the evidence located?

1.11 The organisation translates policy into practice through its development plans.

What form is the evidence in?

Where is the evidence located?

Standard Two: Identification of Dyslexia / SpLD.

2.1 All applicants are pro-actively encouraged to disclose their dyslexia:

- Several opportunities are made available for the applicant to disclose whether diagnosed or suspected but undiagnosed.
- Partnerships and links are used effectively to ensure all evidence about a learners needs and abilities are drawn together.
- During this process confidentiality is respected.

What form is the evidence in?

Where is the evidence located?

2.2 A robust system of initial assessment in literacy skills for all new learners is in place. Overall ability and potential are fully taken into consideration at this stage.

What form is the evidence in?

Where is the evidence located?

- 2.3 A robust system of referring learners for diagnostic assessments for dyslexia is in place.

What form is the evidence in?

Where is the evidence located?

- 2.4 Access to sufficient SpLD Level 5 trained staff to carry out such assessments is available.

What form is the evidence in?

Where is the evidence located?

- 2.5 Each assessment includes time for feedback sessions with both the learner and their tutors.

What form is the evidence in?

Where is the evidence located?

- 2.6 Following assessment a clearly defined system is in place to ensure any necessary adjustments to the curriculum are made.

What form is the evidence in?

Where is the evidence located?

- 2.7 Time is made available for assessors to meet to discuss professional standards and undertake peer review to ensure quality and consistency of assessments.

What form is the evidence in?

Where is the evidence located?

- 2.8 Teaching/training staff are supported with interpretation of assessments to inform appropriate classroom support strategies incorporating techniques that respond to learning styles.

What form is the evidence in?

Where is the evidence located?

Standard Three: Effectiveness of Resources (Physical Environment; Teaching & Learning).

- 3.1 The dyslexic learner finds the physical environment is comfortable, safe and conducive to learning.

What form is the evidence in?

Where is the evidence located?

- 3.2 Signage and facilities enable easy navigation around the organisation.

What form is the evidence in?

Where is the evidence located?

- 3.3 Staff understand and put into practice policies which:
- promote inclusive teaching/training and learning; and
 - reflect an ethos of respect and encourage equality and diversity.

What form is the evidence in?

Where is the evidence located?

- 3.4 Information, Advice and Guidance offered supports dyslexic learners to make informed choices.

What form is the evidence in?

Where is the evidence located?

3.5 All staff have knowledge and understanding of dyslexia friendly approaches and apply them. This results in the learning environment building learners' confidence and promoting positive self-esteem.

What form is the evidence in?

Where is the evidence located?

3.6 There is a clear framework for progression that includes:

- Access Arrangements for examinations and coursework being positively catered for;
- dyslexia friendly marking policies being put in place; and
- Achievement being monitored and feedback is given in an appropriate manner.

What form is the evidence in?

Where is the evidence located?

3.7 Appropriate resources are available to allow learners with dyslexia to access the curriculum and to work independently:

- These resources are matched to their individual learning needs, are age appropriate and were possible curriculum specific to promote achievement.
- ILT/ALT resources are appropriately accessible to the learner in the location were they are studying.

What form is the evidence in?

Where is the evidence located?

3.8 There are systems in place to monitor the effectiveness of learner support.

What form is the evidence in?

Where is the evidence located?

- 3.9 Challenging and realistic targets are set for quality of support. This process is monitored by Senior Managers.

What form is the evidence in?

Where is the evidence located?

3.10 Data collected evidences that support for dyslexic learners has a positive effect on learner retention and achievements.

What form is the evidence in?

Where is the evidence located?

3.11 Learners are involved in the monitoring process.

What form is the evidence in?

Where is the evidence located?

3.12 Learners with dyslexia are engaged in and are enjoying the learning process.

What form is the evidence in?

Where is the evidence located?

Standard Four: Continuing Professional Development.

- 4.1 Whole organisation training on dyslexia / SpLD takes place at regular intervals to all full-time and part-time staff.

What form is the evidence in?

Where is the evidence located?

- 4.2 Awareness raising is occupationally focussed and content provides practical strategies.

What form is the evidence in?

Where is the evidence located?

- 4.3 Opportunities are available for a minimum of one member of staff to achieve a Level 5 specialist qualification that offers Associate Membership of the BDA (AMBDA) or its FE/HE equivalent, for example OCR, DA, OU.

What form is the evidence in?

Where is the evidence located?

- 4.4 Continuing Professional Development emphasises listening to learners and empowering them to explain the difficulties they experience.

What form is the evidence in?

Where is the evidence located?

- 4.5 The organisation's tutors are empowered to give advice and guidance to colleagues on appropriate strategies to support learners with dyslexia during Continuing Professional Development (and in practice).

What form is the evidence in?

Where is the evidence located?

- 4.6 Continuing Professional Development initiatives ensure practitioners are competent in integrating appropriate ILT / ALT strategies to support teaching and learning.

What form is the evidence in?

Where is the evidence located?

- 4.7 Continuing Professional Development initiatives ensure Support staff are competent in utilising a range of appropriate enabling technologies.

What form is the evidence in?

Where is the evidence located?

- 4.8 Continuing Professional Development initiatives promote through training a whole organisation 'culture of confidence' that enables students to have access to a range of appropriate dyslexia related software e.g. TextHELP.

What form is the evidence in?

Where is the evidence located?

Standard Five: Partnership with learners; parents / carers; and external agencies.

Partnership with learners.

- 5.1 Learners are aware of the basis on which the organisation assesses, teaches/trains and supports dyslexics.

What form is the evidence in?

Where is the evidence located?

- 5.2 Learners are helped to understand their dyslexia and to value their achievements.

What form is the evidence in?

Where is the evidence located?

- 5.3 Learners are assisted to identify their own learning strategies to develop study and organisational skills.

What form is the evidence in?

Where is the evidence located?

- 5.4 Learners are helped to record and disseminate information about strategies and support required to the relevant staff within the organisation.

What form is the evidence in?

Where is the evidence located?

- 5.5 The organisation provides support for emotional and behavioural problems and encourages the use of mentors or counsellors where appropriate.

What form is the evidence in?

Where is the evidence located?

- 5.6 The organisation raises awareness of dyslexia and all diversity issues amongst peers and provides positive role models for learners.

What form is the evidence in?

Where is the evidence located?

Partnership with parents / carers (where appropriate, and particularly with learners under eighteen years).

- 5.7 The organisation can provide evidence to show that where appropriate effective communication is in place for parents to understand dyslexia and how the organisation teaches/trains and supports learners.

What form is the evidence in?

Where is the evidence located?

- 5.8 Parents/ Carers are encouraged to raise any concerns and know how to do so. Parental / Carer concerns and issues are taken seriously, logged and actioned.

What form is the evidence in?

Where is the evidence located?

- 5.9 Where possible, parents / carers are consulted about effective approaches to the provision of support for learners.

What form is the evidence in?

Where is the evidence located?

- 5.10 Where possible parents / carers are actively involved in planning for progress.

What form is the evidence in?

Where is the evidence located?

Partnership with external agencies.

- 5.11 Systems are in place for successful transition at all key stages e.g. from school, to HE, and for 14+ transition planning. This includes liaison with schools, HE establishments, Connexions etc.

What form is the evidence in?

Where is the evidence located?

- 5.12 The organisation has systems in place for co-coordinating information about learners on work based training to ensure that the work placement is successful.

What form is the evidence in?

Where is the evidence located?

- 5.13 The organisation offers guidance to employers to enable them to engage in the understanding of dyslexia and the implications of the DDA (1995, Part 2) for placements.

What form is the evidence in?

Where is the evidence located?

- 5.14 Learners, parents and other partners are informed of other sources of help and information e.g. local dyslexia association or support group.

What form is the evidence in?

Where is the evidence located?

Signature:

Date:

Print name:

Position:

Dyslexia Friendly Post 16 Education & Training Provider 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	Criteria
Standard One: Effectiveness of Management Structure	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	
Standard Two: Identification of Dyslexia/Spld	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	

Standard Three: Effectiveness of Resources	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8
Standard Four: Continuing Professional Development	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8
Standard Five: Partnerships	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8
	5.13	5.14						

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.

Training Providers 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/training sessions, interview groups of learners (who are dyslexic), interview tutors, trainers, assessors, verifiers, the individual responsible for learning support within the organisation, senior managers, and partnership organisations (if appropriate). 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.

Training Providers 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 training 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 learners are placed strategically within easy view of the trainer/tutor		
Dyslexic learners are positioned so that they have a clear view of the board/information being displayed		
Dyslexic learners have sufficient space to accommodate their work, particularly left handers		
The training room is as quiet as possible to avoid noise disturbance		
Movement around the training room is minimized to avoid visual disturbances		
Sources of equipment/resources are clearly labelled and organized		
Key words/vocabulary are placed strategically around the training room 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 session (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 tutor/trainer 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 learners to record /copy information from the board or from books.		
Tutor/trainer notes/handouts that contain the learning points are readily available for learners		
Learners are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc.		
All learners are actively encouraged to make verbal contributions and take part in discussions		
Dyslexic learners are not made to read or write in front of the class		
Resources/handouts are tailored to meet the needs of dyslexic learners		
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		
Learners 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 session follows a logical sequence with each learning point leading on from the previous. Links between these learning points are frequently reinforced and made explicit		
Learners are encouraged to ask questions and make oral contributions		
Additional time is allowed within sessions for dyslexic learners 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 learners at appropriate intervals		
Homework tasks are clearly explained and homework instructions are written down for dyslexic learners. (Home work is not set in that last few minutes of the session)		
Marking criteria are clearly explained to learners		

There is a recap of the objectives and key learning points at the end of the session		
--	--	--

Marking/Assessment	Achieved Y/N	Comments
Homework/assignments set are appropriate for the individual learner, where necessary it is differentiated		
Learners are encouraged to record homework/assignments in a variety of ways, if appropriate		
Where appropriate homework/assignments are 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/assignments should be given		
Clear and realistic deadlines for the submission of homework/assignments should be set, communicated, agreed and confirmed with the learner and clearly recorded for them		
Learners are encouraged to comment on the homework/assignments set and such comments are reviewed and utilised to inform future practice		
Learners know how to access additional support with homework/assignments if required		
Reminders, such as notebooks, personal checklists, etc. are used to help learners remember specific items/equipment for future sessions		

Guidance Questions for Discussions with Learners

Training Provider:

Name of Learner:

Course/Session:

- Do you like the training programme you are undertaking?
- What are the things that you like about this training provider?
- What are the things that you most dislike about this training provider?
- What are you good at?
- What does it mean to you to be dyslexic?
- How do your tutors/trainers help you?
- Does anyone else help you here?
- Have you received support with study skills, etc?
- If you need extra help do you know how/who to ask for it?
- What would you like to do in the future?
- Do your friends understand about dyslexia?
- What could the training provider or your tutors/trainers do to help you more?

- Do you have any problems completing homework/assignments?
- If there was one thing that you could change about your current training what would it be?

Interview Questions for those with responsibility for additional learning needs

1. How many learners are dyslexic within this provision?
2. Explain to me the process that you would implement if a learner is giving cause for concern? How/who would initially identify concerns?
3. What screening/assessment tools do you use?
4. What qualifications do you have? (If not a specialist how do you access specialist support?)
5. What further CPD do you intend to take in the future to assist you in your role?
6. What specific intervention programmes do you have for dyslexic learners? Who administers\supervises these?
7. How are the “softer” outcomes developed with dyslexic learners, e.g. confidence, self esteem, organisational skills, etc?
8. What additional resources are available to learners & tutors/trainers?
9. How do you involve learners in the support process?
10. How do you access additional advice and guidance if you need it?

11. How do you support tutors/trainers?

12. How do you make sure that individual tutors/trainers are aware of the needs of the dyslexic learners in their sessions?

13. What is the process for applying for exam concessions?

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

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

- You
- Other members of staff
- The learners

Questionnaire for Senior Managers

Name:

Position:

Do organisational policies specifically refer to dyslexia?

Is a culture of valuing differences encouraged within the organisation, 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 senior managers monitor the achievement of these? What action would be taken if these targets were not being met?

What resources are allocated for special needs/dyslexia?

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

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

Interview Questions for Tutors/Trainers

Name of Tutor/Trainer:

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

10. What resources do you have available to you in the training room to support the dyslexic learners?
11. What training have you received in relation to dyslexia? What further CPD do you intend to take in this area?
12. Where/who do you go to if you require additional advice and/or support?
15. How do you support tutors/trainers when they are working with dyslexic learners?
16. Do you feel that the resources that you currently have are adequate? What would you like to have and why?
17. How you feel that the Dyslexia Friendly scheme has made a difference to;
- You
 - Other members of staff
 - The learners