



BDA Quality Mark for Children and Young People's Services

The BDA Quality Mark for Children and Young People's Services

Guide Book

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

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

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

If further information is required then please contact;

The British Dyslexia Association

Unit 8 Bracknell Beeches

Old Bracknell Lane

Bracknell

RG12 7BW

Tel: 0845 251 9003

Email: qualitymark@bdadyslexia.org.uk

The BDA Quality Mark for Children and Young People's Services

What is the BDA Quality Mark about?

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

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

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

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

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

The BDA Quality Mark for Children and Young People’s Services

The aim of the BDA’s Quality Mark for Children and Young People’s Services is to identify and celebrate excellent practice that is carried out in this sector.

Such organisations have a vital role to play in developing, monitoring and evaluating educational provision and can therefore influence practice using a top down approach.

These standards have replaced the previous ones for Local Education Authorities and have been designed to reflect the diverse remit of the new structure and encourage a cohesive and inclusive approach across this area.

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

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

All sections of a Children and Young People's Directorate will be able to complete areas 1 -5 with those sections that have direct responsibility for education completing areas 1 -7.

Under each of these headings are criteria that must be achieved in order to be awarded The Dyslexia Friendly Quality Mark.

How Does a Service / Department 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. You will need to specify the Service or department that you wish to register to achieve the Dyslexia Friendly Quality Mark. The Service / department will then have 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 Service. 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 Service 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 Service 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 heads of departments, support workers, service users, teachers within your schools, parents and/or governors on basic dyslexia awareness through to specialist training that covers the areas of screening and identification. 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. 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 criteria 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 Service. 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 practical aspects of service delivery.
E.g. where the Service is linked specifically which education and supporting schools, observations of teaching sessions will be required. These 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,
E.g. where the Service is linked specifically which education head teachers, SENCOs, Teaching Assistants, class/subject teachers.
- Interview at least one group of service users
E.g. 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.

Enclosed within this pack are some sample documentation such as Teaching Practice Observation Checklists, which 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 Service. 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 Service has achieved the Quality Mark.

11. Within two weeks of the visit the Service 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 Service has achieved the Quality Mark
- The Service 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 Service 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 Service 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 the Service 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 Services's letter head, publicity materials, etc. Please note however, in the instances where the BDA has conferred its Quality Mark award to a CYPS or a division thereof, it is only that body that has permission to publish the BDA Quality Mark logo. The body to whom the BDA has conferred the BDA Quality Mark logo is not authorised to distribute the BDA Quality Mark logo to any school or provider under its jurisdiction.

14. The Service may hold the Quality Mark for 3 years, although during this time the BDA does reserve the right to visit the Service 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 the Service / department also informs the BDA of any changes that could impact on the Quality Mark such as changes in staffing, etc. After 3 years the Service will be re-verified.



Documents for

Children and Young People's Services



Application Form

Dyslexia Friendly Quality Mark for Children and Young People's Services

Your Details

Children and Young People's Services:

.....

Name of Service / Division or Department to be registered:

.....

Contact Name:

Position:

Address:

.....

.....

Daytime Tel No:

Email address:

Fax:

Data Protection Act 1998

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

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

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

Disclaimer

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

Payment

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

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

Please note that all fees are non-refundable.

Payment	Fee	Actual
Registration payment	£200.00 (plus VAT)	£230.00
Annual maintenance fee	£75.00 (plus VAT)	£86.25
Verification fee	£750.00 (plus VAT)	£862.50
Annual QM Status maintenance fee	£75.00 (plus VAT)	£86.25
Renewal payment	£750.00 (plus VAT)	£862.50

For example, if a Children and Young People Services 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 Quality Mark 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:

.....

Declaration

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

Signed: **Date:**

Print Name:

Please return this form to:

Eorann Lean, Personal Assistant to the CEO

British Dyslexia Association,

Unit 8 Bracknell Beeches,

Old Bracknell Lane,

Bracknell

RG12 7BW

Tel: 0845 251 9003

Email: qualitymark@bdadyslexia.org.uk



Dyslexia Friendly Quality Mark for Children and Young People's Services

The Dyslexia Friendly Standards

Name of Children and Young People's Service:

.....

Name of Contact:

Mission Statement

The aim of Dyslexia Friendly Quality Mark for Children and Young People's Services is to promote excellent practice by the Directorate 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 Quality Mark for Children and Young People's Services the British Dyslexia Association cannot guarantee or be responsible for the individual programmes of education provided for, or levels of attainment achieved by an individual student.

Standards for Dyslexia Friendly Quality Mark for Children and Young People's Services

Part A: Applies to all aspects of Children's Services.

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

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

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

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

© Registered Charity No: 289243 www.bdadyslexia.org.uk Company No: 1830587

Section A - Applies to all aspects of Children's Services

Standard One: Leadership and Management.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
1.1 Organisational policies promote inclusive practice and specifically mention dyslexia where appropriate.				
1.2 Organisational policies demonstrate that senior personnel within the organisation are committed to ensuring the services offered to children and young people with dyslexia and their families/carers are both accessible and inclusive.				
1.3 The monitoring of Dyslexia Friendly Children's Services is led by an officer with dyslexia knowledge and expertise to support services in developing dyslexia friendly practice.				
1.4 Targets relating to dyslexia (within the context of inclusive, accessible provision) are identified in the organisation development plan.				
1.5 Appropriate resources – human, financial and physical - are made available to support the development of dyslexia friendly				

practice.				
-----------	--	--	--	--

Standard One: Leadership and Management.	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
1.6 A framework for self-evaluation of dyslexia friendly practice is in place.				
Total for Leadership and Management: Number of standards achieved				

Standard Two: Practice	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
2.1 The organisation demonstrates through practice that it understands that the needs of children and young people with dyslexia vary and that they need to be addressed in many ways. A culture is created that enables children and young people and their families/carers to discuss their needs if they				

choose to do so.				
------------------	--	--	--	--

Standard Two: Practice	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
2.2 Staff have access to and follow clear guidelines on what constitutes good practice when working with children and young people with dyslexia and their families/carers.				
2.3 Guidelines relating to dyslexia are communicated to temporary staff (e.g. agency staff).				
2.4 Systems and services are checked for accessibility issues related to dyslexia.				
2.5 There is a process in place for the reporting and handling of complaints and possible discrimination issues.				
Total for Practice:				
Number of standards achieved				

Standard Three: Communication	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
3.1 Written communication meets BDA Dyslexia Friendly Style Guidelines.				
3.2 There is a process in place for checking written materials for accessibility issues.				
3.3 All staff have access to clear guidelines on how to produce dyslexia friendly materials.				
3.4 Website design follows dyslexia style guide principles.				
3.5 A range of alternative formats are available and service users are aware of these.				
3.6 Signage is dyslexia friendly.				

Total for Communication:				
Number of standards achieved				

Standard Four: Training	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
4.1 All staff, at all levels, undertake awareness training, including training that is occupationally specific where required.				
4.2 Those with additional/higher level dyslexia training are available as a resource to the organisation.				
4.3 Systems are in place to ensure new staff have access to dyslexia training.				
4.4 Dyslexia training is up-dated and reviewed on an annual basis.				
4.5 Systems are in place to support staff who identify as being dyslexic.				
Total for Training				

Number of standards achieved				
-------------------------------------	--	--	--	--

Standard Five: Partnerships	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
5.1 The organisation works with a range of partners to meet the needs of children and young people with dyslexia and their families/carers.				
5.2 Effective partnerships with parents/carers are developed and implemented (where appropriate).				
5.3 Children and Young people and their families/carers are effectively signposted/referred on to relevant sources of additional help e.g. Local Dyslexia Associations.				
Total for Partnerships				
Number of standards achieved				

Section B - Apply to aspects of Children's Services with an Education remit.

Standard Six: Educational Provision	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
6.1 The organisation has a strategy for raising standards for learners who are dyslexic. This strategy is monitored and evaluated annually to assess its effectiveness.				
6.2 The organisation actively promotes dyslexia friendly practice through having dyslexia support available within its service provision.				
6.3 All staff that provide dyslexia support to schools or other education provision have received dyslexia training (e.g. Level 7, AMBDA Accredited or equivalent) and are able to demonstrate understanding of issues such as identification of				

dyslexia, reasonable adjustments, etc.				
--	--	--	--	--

Standard Six: Educational Provision	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
<p>6.4 Information is available which shows:</p> <ul style="list-style-type: none"> • the policy and procedures used for the identification of dyslexia in an educational setting • how the effectiveness of support, information, advice and guidance provided to dyslexic learners (where appropriate) is monitored • how the effectiveness of support, information, advice and guidance provided to schools is monitored. 				
6.5 The organisation proactively disseminates good practice in relation to dyslexia to its service users.				
6.6 Guidance on dyslexia friendly approaches is provided to				

education providers and there is a systematic programme of CPD in dyslexia available to all staff who work within school/educational settings.				
--	--	--	--	--

Standard Six: Educational Provision	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
6.7 Partnership working takes place with other agencies and where appropriate parents/carers to meet the needs of the dyslexic learner within the educational setting.				
Total for Educational Provision: Number of standards achieved				

Standard Seven: Educational Practice	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)

7.1 The organisation proactively encourages education providers to provide an educational environment suitable to meet the needs of the dyslexic learner.				
7.2 The organisation proactively encourages the education provider to monitor and evaluate levels of participation and achievement of dyslexic learners.				

Standard Seven: Educational Practice	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
7.3 The organisation ensures that education providers can easily access the support services it provides. This support is arranged and delivered in an appropriate timescale and is appropriate to individual needs.				
7.4 The organisation ensures that where appropriate education providers signpost service users to the specialist support from other providers e.g. DCSF Dyslexia specialist schools.				
7.5 Where the organisation is providing support it assesses and evaluates the achievement of the dyslexic learner against internal and external targets.				

7.6 The organisation proactively encourages the education provider to adopt dyslexia friendly teaching practices in terms of appropriate methods, resources, use of ICT, etc.				
7.7 The organisation, when necessary/appropriate, challenges its education providers to raise standards of achievement for dyslexic learners.				

Standard Seven: Educational Practice	Focusing (recognising development is required)	Developing (work under way)	Established (achieving)	Enhancing (demonstrating well)
7.8 The organisation undertakes annual evaluations of its dyslexia support provision. It consults service users and other relevant parties and acts upon the findings from this process.				
Total for Educational Practice: Number of standards achieved				

Final Score

Focusing	Developing	Established	Enhancing
-----------------	-------------------	--------------------	------------------

Total number of Standards achieved in all Sections:

--	--	--	--

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:

Eorann Lean
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 Quality Mark for Children and Young People's Services

Record of Evidence

Name of Children and Young People's Service:

.....

Contact Name:

Position:

Mission Statement

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

Disclaimer

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

Please attach additional information sheets as required

Section A

Standard One: Leadership and Management

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

The BDA definition of dyslexia states that dyslexia is:

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

Standard Two: Practice

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

Standard Three: Communication

3.1 Written communication meets BDA Dyslexia Friendly Style Guidelines.

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

3.3 All staff have access to clear guidelines on how to produce dyslexia friendly materials.

What form is the evidence in?

Where is the evidence located?

3.4 Website design follows dyslexia style guide principles.

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

3.6 Signage is dyslexia friendly.

What form is the evidence in?

Where is the evidence located?

Standard Four: Training

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

Standard Five: Partnerships

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

Section B

Standard Six: Education Provision

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

6.4 Information is available which shows:

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

Standard Seven: Educational Practice

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

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

What form is the evidence in?

Where is the evidence located?

Signature:..... **Date:**

Print Name: **Position:**

Children and Young People's Services Sample Verification Plan

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		
Standard Two: Practice	2.1	2.2	2.3	2.4	2.5			
Standard Three: Communication	3.1	3.2	3.3	3.4	3.5	3.6		
Standard Four: Training	4.1	4.2	4.3	4.4	4.5			
Standard Five: Partnerships	5.1	5.2	5.3					
Standard Six: Education Provision	6.1	6.2	6.3	6.4	6.5	6.6	6.7	
Standard Seven: Education Practice	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8

The criteria highlighted will form the basis of the sampling undertaken by the external 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.

Organisations 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.

For security and data protection reasons organisations are strongly advised to remove any sensitive information from documentation.

The verifier will also expect to visit a selection of schools on the day of the visit including both primary and secondary. These schools will be selected on a random basis drawn from a list of schools submitted by the LEA. During these visits verifiers will expect to have the opportunity to observe classroom sessions where they will complete an observation checklist they will also expect to have access to lesson plans and schemes of work. During these visits verifiers will also expect to have the opportunity to meet with, pupils, teachers, parents, head teachers, SENCOs and governors.

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



Additional Useful Documents

(For Guidance/Information Purposes)

Pack contains:

- Teaching practice observation checklist – learning environment, teaching practice and marking / assessment observations
- Guidance questions for discussion with pupils
- Interview questions for SENCOs
- Questions for Governors
- Questions for parents
- Interview questions for teachers

Teaching Practice Observation Checklist

No.	Environment	Achieved Y/N	Comments
1	The room is well ventilated and at an appropriate temperature		
2	The room is well lit ideally with natural light		
3	Dyslexic pupils are placed near to the front of the class within easy view of the teacher		
4	Dyslexic pupils are positioned so that they have a clear view of the board		
5	Dyslexic pupils have sufficient space to accommodate their work, particularly left handers		
6	The classroom is as quiet as possible to avoid noise disturbance		
7	Movement around the classroom is minimized to avoid visual disturbances		
8	Sources of equipment/resources are clearly labelled and organized		
9	Key words/vocabulary are placed strategically around the classroom to support current topics		
10	Desk top aids are available and their use encouraged		

No.	Teaching Practice	Achieved YN	Comments
1	Clear objectives are stated at the start of the lesson (the big picture is given)		
2	Links to previous learning are made		
3	Priority points and/or new/key vocabulary are given, explained and recorded clearly, such as through bullet points, wall displays, etc.		
4	The teacher utilizes a multi-sensory approach for all learning points throughout the session, taking into account all learning styles		
5	There is a minimum requirement for dyslexic pupils to record/copy information from the board or from books.		
6	Teacher notes/handouts that contain the learning points are readily available for pupils		
7	Pupils are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc.		
8	All pupils are actively encouraged to make verbal contributions and take part in discussions		
9	Dyslexic pupils are not made to read or write in front of the class		
10	Resources/handouts are tailored to meet the needs of dyslexic pupils		
11	Collaborative working is encouraged including, group work, the sharing of notes, learning buddies, etc.		

No.	Teaching Practice	Achieved Y/N	Comments
12	The pace of the session should take into account the needs of learners with time built in for thinking time/brain breaks		
13	Frequent and effective use is made of questioning both open & closed questions to check understanding		
14	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		
15	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		
16	Pupils are encouraged to ask questions and make oral contributions		
17	Additional time is allowed within sessions for dyslexic pupils to process information and for reading and writing		
18	Key points are reinforced and highlighted both orally and visually		
19	Effective use is made of colour, visual aids, etc within presented information to highlight key points		
20	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		
21	Handouts conform to dyslexia friendly guidelines		

No.	Teaching Practice	Achieved Y/N	Comments
22	Positive and constructive feedback is given to pupils at appropriate intervals		
23	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)		
24	Marking criteria are clearly explained to pupils		
25	There is a recap of the objectives and key learning points at the end of the session		

No.	Marking/Assessment	Achieved Y/N	Comments
1	Homework set is appropriate for the individual pupil, where necessary it is differentiated		
2	Pupils are encouraged to record homework in a variety of ways, if appropriate		
3	Where appropriate homework is marked for content rather than accuracy of spelling, etc. Recognition is also given for effort		
4	Feedback should be positive and constructive		
5	A clear indication of the time to be spent on homework should be given		
6	Clear and realistic deadlines for the submission of homework should be set, communicated and confirmed with the pupil and clearly recorded for them		

No.	Marking/Assessment	Achieved Y/N	Comments
7	Parents and pupils are encouraged to comment on the homework set and such comments are reviewed and utilised to inform future practice		
8	Pupils know how to access additional support with homework if required		
9	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:

1. Do school policies specifically refer to dyslexia?

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

3. 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?

4. What resources are allocated for special needs?

5. 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?

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

Questionnaire for Parents

Name:

School:

Pupil's Class:

1. How do you feel your child is progressing in school?
2. Do you have any particular areas of concern?
3. Do you know who to contact to discuss any concerns?
4. What has been the response of the school to your concerns?
5. What kind of support does your child receive?
6. Do you feel that the level of support is appropriate to meet your child's needs?
7. Is your child happy with their experiences at school?
8. Do you feel that the amount and/or type of homework set is appropriate for your child?
9. Has your child received support in developing study skills?
10. Has the school offered you any training/information about dyslexia?
11. 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