

Staff Responsibilities

Key staff / SENCO / Quality Mark Lead should:

- Adapt the DFS framework to suit the school.
- Have access to regular CPD and networking opportunities to share good practice.
- Adapt and disseminate relevant CPD and examples of good practice to meet the needs of the school and help school staff to embed good practice within the establishment.
- Collate the gathering of evidence to put forward for accreditation.
- Develop the school's policy and practice in supporting pupils with dyslexic type difficulties.
- Be knowledgeable of and confident in following the process for identifying barriers to learning and supporting dyslexia.
- Be aware of any local authority and national guidelines for addressing dyslexia.
- Support parents / carers in understanding concerns.
- Provide appropriate and timely interventions or alteration to the learning and teaching environment or approach to meet all pupils' needs.
- Contribute to and be involved in the monitoring, tracking and review of Pupils' Learning Plans.
- Be aware of, and take into consideration, pupils' views.

The Dyslexia Champion should:

- Have access to regular CPD and networking opportunities to develop and share good practice.
- Adapt and disseminate relevant CPD and examples of good practice to meet the needs of the school and help school staff to embed good practice within the establishment.
- Help collate the gathering of evidence to put forward for accreditation.
- Support in the development of the school's policy and practice in supporting pupils with dyslexic type difficulties.
- Be knowledgeable of and confident in following the process for identifying barriers to learning and supporting dyslexia.
- Be aware of any local authority and national guidelines for addressing dyslexia.
- Support parents / carers in understanding concerns where appropriate.
- Be aware of, and take into consideration, pupils' views.

Class teachers should:

- Be dyslexia aware.
- Be aware of the school's policy and practice in supporting pupils with dyslexic type difficulties.
- Be knowledgeable of and confident in following the process for identifying barriers to learning and supporting dyslexia.
- Be aware of any local authority and national guidelines for addressing dyslexia.
- Support parents / carers in understanding concerns.
- Provide appropriate and timely interventions or alteration to the learning and teaching environment or approach to meet all pupils' needs.
- Monitor and track pupils' progress using school procedures.
- Contribute to and be involved in the monitoring, tracking and review of Pupils' Learning Plans.
- Be aware of, and take into consideration, pupils' views.
- Have access to relevant CPD.

Teaching Assistants should:

- Be dyslexia aware.
- Be aware of the school's policy and practice in supporting pupils with dyslexic type difficulties.
- Be familiar and confident in following the process for identifying barriers to learning and supporting pupils with dyslexia.
- Have access to information relating to the needs of pupils they are supporting.
- Liaise with class teachers to provide an effective support role within the classroom and during interventions utilise appropriate resources and agreed strategies suitable for the pupil(s).
- Have access to relevant CPD.

Auxiliary staff should:

- Be dyslexia aware
- Be aware of the school's policy and practice in supporting pupils with dyslexic type difficulties.
- Have access to relevant CPD related to their role and contact with dyslexic pupils.