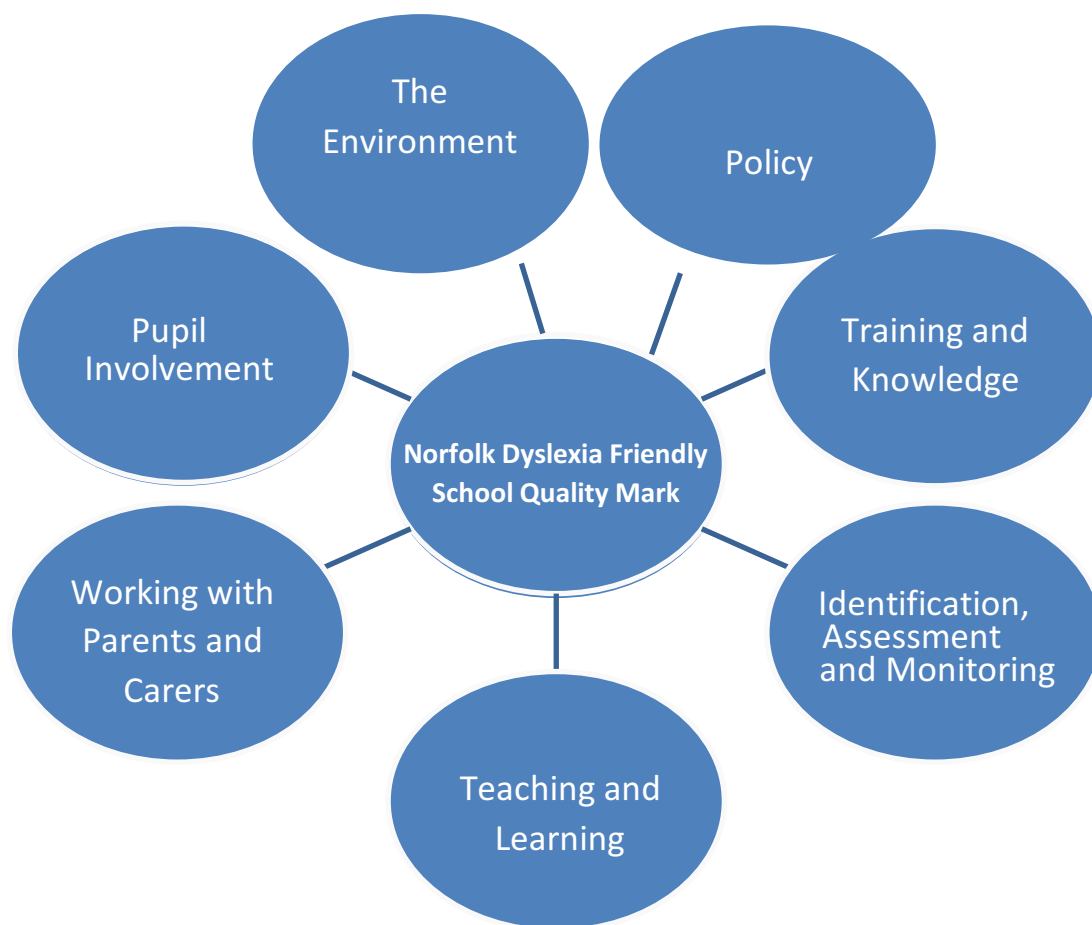


Becoming a Dyslexia Friendly School: The Journey to Achieving the Standards



To become a dyslexia friendly school, the learner must be at the centre of any policy or practice in order to successfully ensure the needs of dyslexic pupils are being met in the school. The journey to achieving the Norfolk Dyslexia Friendly School Quality Mark involves successfully meeting the standards in the 7 key areas below:

Policy

An effective SEN Information Report and Policy provides expectations of and guidance in good practice in relation to its dyslexic pupils. It clarifies and states the school's ethos, direction and commitment to supporting dyslexic pupils and sets out clearly the standard for any new staff or pupils coming into the school.

Training and Knowledge

The whole school staff should receive training in basic dyslexia awareness to enable them to identify dyslexic type difficulties and to plan and deliver appropriate support for these pupils. Key staff, particularly the identified Dyslexia Champion should participate in further training to at least Level 3. Key staff, such as the SENCO or identified Dyslexia Champion, should ensure that this knowledge and awareness is a continual learning process and includes any necessary updating and training for current and new staff.

Identification, Assessment and Monitoring

Through awareness training, school policy and ethos, all teachers are confident in early identification of barriers to learning and respond appropriately and effectively to learners' needs at the earliest opportunity. There is an expectation that teachers monitor learning and take immediate action when learners fail to make progress, rather than refer for assessment and wait for a label.

If a pupil has dyslexia this may severely affect their ability to learn. The purpose of assessment is to help identify actions needed to overcome barriers to learning. This is an integral part of the teaching and learning process and is supported by information from parents / carers and other agencies.

Identification of dyslexia should follow the principles of the 'assess, plan, do, review' cycle advocated by the SEN Code of Practice 2014 and reflect national guidance that assessment for dyslexia should be a staged process. This model provides a framework which includes systems for planning and review, clear documentation and close parental and pupil involvement.

Teaching and Learning

Through awareness training, school policy and ethos, teachers are encouraged to look at dyslexia as a learning difference rather than learning difficulty and to celebrate learners' strengths. Barriers to learning are overcome through changes in methods, materials or approach and teachers adopt dyslexia friendly inclusive approaches.

Teachers employ flexible quality teaching and learning approaches within their classrooms and recognise and harness individual differences. Strengths are celebrated and used to scaffold learning.

Working with Parents and Carers

In a dyslexia friendly school good communication between the staff and parents/carers is essential for a child centred approach to dyslexia. Parents and carers will have an identified member of staff to communicate with regarding their concerns, and families should be kept informed of difficulties, support in place and progress made. It is, therefore, a priority for schools and settings to establish an effective partnership which promotes parental communication and encourages engagement.

Pupil Involvement

Pupil involvement in the process is key. All children are given information about dyslexia appropriate to their age and level of understanding so there is a heightened awareness and understanding within the school.

Pupil involvement is encouraged in the journey of implementing, monitoring and evaluating dyslexic practices to embed them in the everyday running of their school.

The Environment

A dyslexia friendly school creates an environment which is welcoming and accessible to anyone with literacy difficulties, including pupils, staff, parents and other visitors.

Signposting and display work around the school is clear and easy to read or interpret. Pupils operate in a consistently dyslexia friendly environment whether that is in the classroom, when moving around the school or visiting alternative rooms such as the school library or canteen.

Achievement of the Quality Mark

Once the school considers it has collated enough evidence to meet each of the standards in the portfolio, DOS will visit the school to discuss the evidence with the SENCO and/or Quality Mark Lead. Should further evidence still be required, this will be agreed during the consultation meeting and time will be given for any additional evidence to be collated.

Following the consultation process and completion of any additional actions agreed, the school can formally submit the evidence portfolio and apply for the Norfolk Dyslexia Friendly School Quality Mark award.

Provided each of the standards has been met in full, the school will be issued with the Quality Mark.

Maintaining the Quality Mark

The school will be able to apply to renew the Quality Mark award every 2 years. To achieve certificate renewal, the school would need to demonstrate that its dyslexia friendly practices are still embedded.

A checklist requiring completion for this process will be provided by DOS at the point of renewal and providing the school can evidence continued good practice in all areas, an updated certificate will be issued.