

SECTION 1:

General Information

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Website: www.dyslexiaoutreach.co.uk

About Us

The Dyslexia Outreach Service is part of the Cognition and Learning specialism of Norfolk Specialist Resource Bases (SRBs) but works wholly on an outreach and capacity building basis. We work in all key stages, from age 5-18, and are part-funded by Norfolk County to provide an accessible and affordable traded service to all schools, including academies, free schools and independent schools. (For a further 10% off all DOS services, plus other associated benefits, please see membership details below).

We pride ourselves on being responsive and practical and if you have a question or concern around pupils' literacy and/or numeracy needs, we will endeavour to find a creative solution that fits in with busy schools.

Aims

To offer relevant and practical support to schools with regard to their provision for dyslexic learners

To empower all stakeholders to meet needs in their setting

To develop sustainable and effective practice

Provision may include:

- Model teaching
- Action Plans around named individuals
- Diagnostic Assessment – Dyslexia or Dyscalculia
- Strategies for mainstream and small group teaching
- Exam Access Arrangements – Advice & testing
- Advice/ training on assistive technology
- Study Skills
- Inset / Workshops / Live Online Training / Webinars

DOS Membership Scheme

The one year membership scheme includes discount off all DOS services, telephone/ email access to specialist advice, loan of resources and assessment materials, unlimited access to pre-recorded bite-sized training and information webinars through the dedicated members only area on website.

Norfolk Dyslexia Friendly School Quality Mark

One way of helping schools to maintain and develop dyslexia friendly practice is through attaining the Norfolk Dyslexia Friendly School Quality Mark. This comprehensive package of support includes free DOS membership whilst working towards the qualification, school self-audit resources, whole school inset, 1 free place on the Level 3 Dyslexia Awareness qualification course, as well as tailored consultation sessions for schools to achieve the Quality Mark accreditation over a 2 year period.

National Qualifications

Level 3 Gateway Qualification in: Dyslexia Awareness

Real Training - Certificate of Competence in Educational Testing (CCET) with Access Arrangements Course (CPT3A)

For Parents / Carers

We offer a Dyslexia Awareness for Parents / Carers course and workshops on memory, maths and assistive technology.

Accessing the service

Please contact Laura Bates for a referral / booking form or further information at:

dosadmin@taverhamhigh.org or telephone 01603 860505 ex 239

Introduction to the Norfolk Dyslexia Friendly School Quality Mark Award

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 Norfolk Dyslexia Friendly School Quality Mark Award aims to provide a framework of support for schools to achieve this. The framework will help schools to:

- build capacity within their establishment so that all staff have a good knowledge and understanding of the individual needs of its dyslexic learners
- ensure that resources are available and systems in place to meet the needs of dyslexic learners within the school.

This will lead to an improvement in both achievement and self-esteem not just amongst dyslexic learners but for many more learners. Changing practice to accommodate dyslexic individuals results in good practice that benefits all learners.

Achieving the Norfolk Dyslexia Friendly School Quality Mark Award is a two year process and will demonstrate to learners, parents, staff and stakeholders that your school has the knowledge, understanding and resources to support dyslexic individuals.

The Quality Mark Award is comprised of standards that cover 7 key areas:

Year 1	Year 2
Standard 1: Training and Knowledge	Standard 4: Policy
Standard 2: Identification, Assessment and Monitoring	Standard 5: Pupil Involvement
Standard 3: Teaching and Learning	Standard 6: Working with Parents and Carers
	Standard 7: The Environment

Standards 1 – 3 are provided in this folder together with guidance notes on how to achieve the standards. Alternatively, you can visit the DOS website at <http://www.dyslexiaoutreach.co.uk> to download a set. The supporting resources for each of the standards are also available to download from the website.

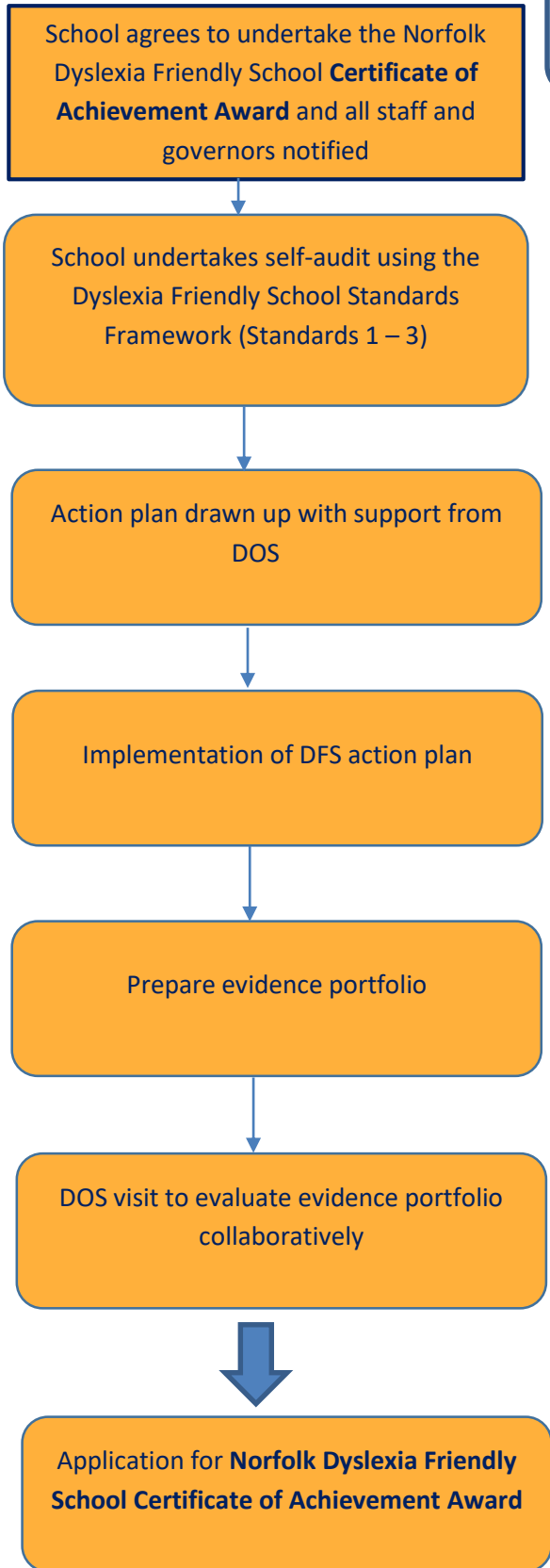
Standards 4 – 7 will be released to the school following successful completion of the Certificate of Achievement Award and on application for the full Norfolk Dyslexia Friendly School Quality Mark Award.

**Essential requirements of the Norfolk Dyslexia Friendly School Quality Mark
Award include:**

- Whole school responsibility for supporting children with dyslexia
- Identifying a designated Dyslexia Champion who attends additional training and disseminates knowledge of best practice to staff within the school
- Informing all parents / carers of Quality Mark initiative
- Audit of current practice, with input from teachers, support staff, parents / carers and pupils
- Building an action plan to meet the standards which defines objectives, timescales and charts progress and which forms part of the cycle of planning for the school development
- Training and awareness raising for all staff
- Involving and empowering pupils
- A high profile for dyslexia friendly good practice
- Aspirations towards a dyslexia friendly school which are evident in school's ethos and policy documentation

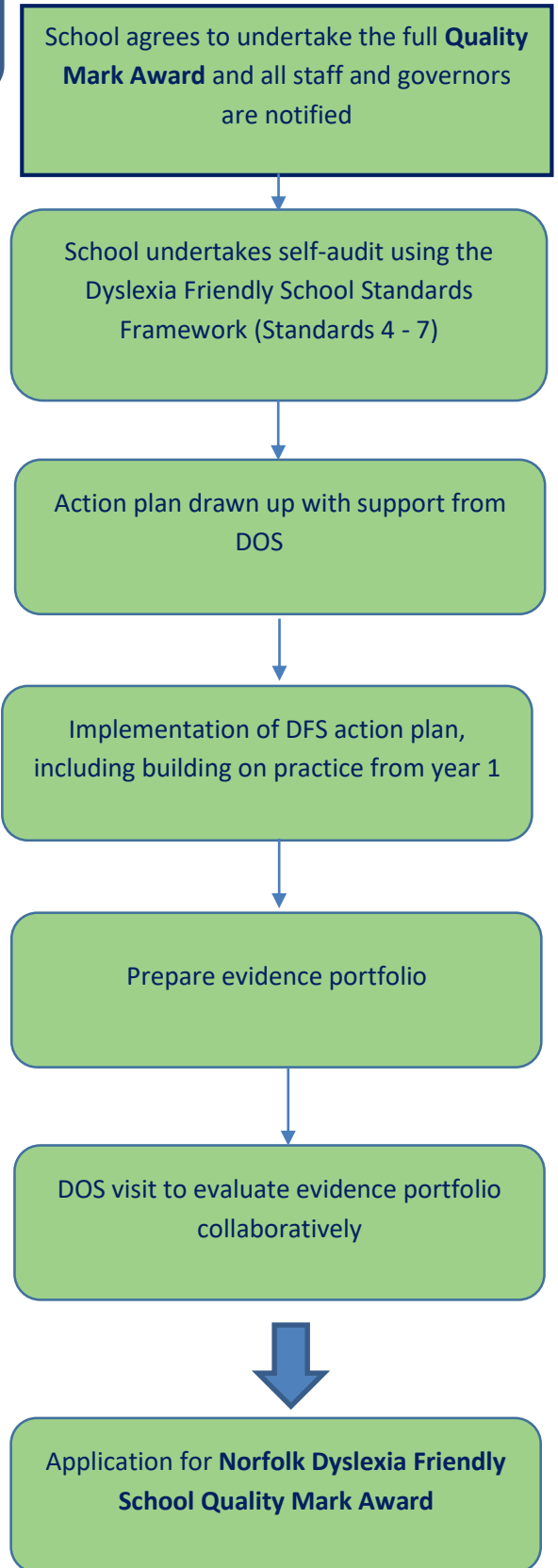
THE PROCESS

YEAR 1



Support from DOS throughout where needed

YEAR 2



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:

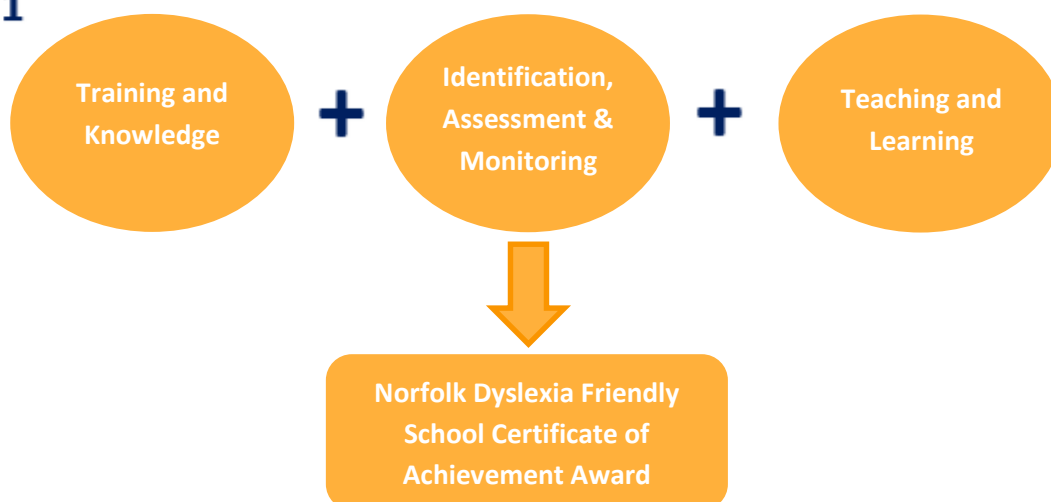
- Be dyslexia aware.
- Be aware of the school's policy and practice in supporting pupils with dyslexic type difficulties.
- Be familiar and confident in following the process for identifying barriers to learning and supporting pupils with dyslexia.
- Have access to information relating to the needs of 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.

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

Year 1



Year 1 Standards

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.

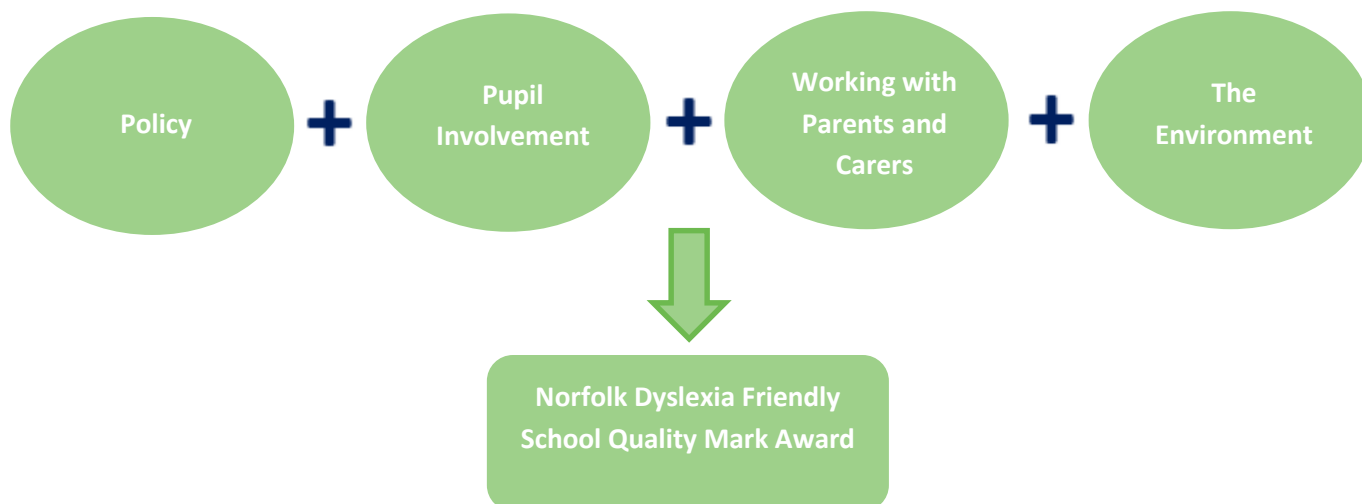
Identification of dyslexia should follow the principles of the 'assess, plan, do, review' cycle advocated by the SEN Code of Practice 2014 and reflect national guidance that assessment for dyslexia should be a staged process. This model provides a framework which includes systems for planning and review,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

Year 2



Year 2 Standards

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.

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.

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.

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.

COLLATING EVIDENCE

Listed below is a range of ideas to help you provide evidence for the portfolio. This list is by no means exhaustive.

Please note that should you choose to use samples of pupils' work or any data as evidence, all references to pupil, staff or any other individual's details must be anonymised.

- Photos
- Examples of pupils' work
- Printed evidence of school data/ tracking systems
- Case studies from SEN records
- Completed checklists (e.g. early identification checklists/ dyslexia friendly classroom checklists)
- Pupil Learning Plans (or IEPs, Pupil Support Plans etc)
- Examples of parent/ school correspondence
- Emails/ notes from telephone calls/ correspondence to staff/ parents
- Copies of lesson plans
- Examples of staff powerpoints/ teaching materials.
- Staff training records showing content and dates
- Minutes from staff meetings/ briefings
- Leaflets/ flyers produced
- Evidence of events held (e.g. parent workshops/ cafés)
- Copies of policies
- Paperwork linked to procedures
- Qualification certificates
- Notes from lesson observations

Where evidence is applicable across two or more standards, evidence only needs to be collected under one standard. Please still remember to reference where the evidence can be found in any additional relevant standard.

Supporting resources for each of the standards are also available to download from the DOS website at <http://www.dyslexiaoutreach.co.uk>

