STANDARD 1: 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.

**Standard 1: Training and Knowledge**

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| **Description of Standard** | | Suggestions for Evidence and Resources | **Yes **  **Date** | **School Evidence** |
| **1.** | **Training and Knowledge** |  |  |  |
| 1.1  **also 2.1** | All school staff take part in dyslexia identification and awareness training. | Notes from staff meetings  Dates & content of training  Attendance lists from whole school training |  |  |
| 1.2 | All staff have a knowledge of who to seek advice and support from in relation to dyslexia. | Examples of information given and available to staff e.g. noticeboard, school intranet  SEN Information Report and Policy |  |  |
| 1.3 | A record is kept of dyslexia and other SpLD courses and professional development undertaken by staff. | Records of CPD  Performance Management Records  Copies of qualifications |  |  |
| 1.4 | A system is in place to identify training needs. | Completed CPD self audit checklist and needs identified (see Supporting Resources) |  |  |
| 1.5 | School has a designated person who has a dyslexia qualification beyond foundation level knowledge.  (See dyslexia training support options in Supporting Resources) | Evidence of training at that level  (e.g. qualification certificate) |  |  |
| 1.6 | A system is in place to review the effectiveness of training. | Evidence in pupils’ books of differentiation and individual class audits  Training evaluation  Learning walks |  |  |