



**Achieving the
“Dyslexia Friendly School”**

SEN Advisory Team
(Standards and School Effectiveness)

Children, Schools and Families
Hertfordshire Development Centre



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Being an inclusive and effective School and being “dyslexia friendly” are synonymous. Inclusive and effective schools *are categorised by strong leadership, value staff development and pay close attention to the quality of teaching and learning (1 - cf.BDA’s Achieving Dyslexia Friendly Resource Pack)*. Through their *culture, policies and practice they ensure that all barriers to learning and participation are removed (2 cf.Index for Inclusion)* and that *the highest levels of achievement are attained by all pupils*. Senior managers, teachers, support staff, pupils and parents all work together to ensure that every pupil is enabled to achieve their very best.

Such schools will be continually working to develop their practice regarding SEN and Inclusion. To ensure that this includes a dyslexia friendly focus the attached self-review audit may be helpful and should be used alongside the Dyslexia Friendly Resource Pack (see 1 above) sent to every school by the DfES. Schools/settings may reflect their commitment to dyslexia friendly practice through their general policy development, school improvement planning and/or specific action within the school’s SEN/Disability Action Plans. An action planning proforma is included to support and clarify this process.

Advice, training and staff development opportunities are available from a wide range of sources including national and voluntary organisations (eg. British Dyslexia Association), publications, websites, accredited courses (eg.OCR certificate/diploma in SpLD, Dyslexia Institute Training Programmes and the CLANSA course for TAs), and advisory services (eg. SpLD Bases, Educational Psychologists) in Hertfordshire. What is important is that every school considers its priorities, plans development and training opportunities and takes action where appropriate.

Reading:

1. Achieving Dyslexia Friendly Schools Pack (BDA tel. 0118 966 2677), www.r-e-m.co.uk
- 2.
3. Inclusion Statement in Curriculum 2000 (statutory guidance)
4. Index for Inclusion (CSIE)
5. Inclusive Schooling (statutory guidance)
6. SEN Code of Practice (2002) and Toolkit
7. SEN and Disability Act, 2002 (statutory)
8. The Dyslexia Handbook (published annually by the BDA)
9. Meeting special educational needs in the Literacy Hour (DfES/NLS – with an appendix on meeting needs of dyslexic pupils in the literacy hour)
10. Including all children in the literacy hour and daily mathematics lesson - a management guide (DfES publication ref. DfES 0465/2002)
11. Accessible Schools: Summary Guidance (ref.DfES/0462/2002)

Numerous publications on dyslexia with details available from College libraries, SpLD Bases, dyslexia websites etc.

This checklist has been produced by a working group including Primary SpLD Base Leaders, a Primary School Headteacher and SENCo, and representatives from the Hertfordshire Dyslexia Association.

Ayala Wilkinson

SEN Adviser (co-ordinator of the working group)

AUDIT OF WHOLE SCHOOL DYSLEXIA FRIENDLY APPROACHES – CURRENT PRACTICE

Date of audit.....

DYSLEXIA FRIENDLY APPROACHES		EVIDENCE	Yes	Partially	No
1	Continuous development of SEN & Inclusion.	In school improvement plans and policies.			
2	Explicit recognition of dyslexia.	Explicit reference in SEN Policy.			
3	All staff understand the nature of dyslexia and how to teach and support dyslexic pupils.	Continuing relevant professional development of staff. Impact = school able to meet the needs of dyslexic pupils.			
4	School develops own level of expertise re dyslexia.	Member/s of staff with specialist qualifications OR external specialists used to provide training opportunities.			
5	Early identification (of dyslexia and/or potential literacy difficulties).	Screening/assessment identifies at risk factors within 2 terms of entry to the school.			
6	Identification/assessment of individual pupil`s specific learning needs - focused on assessment of the learning environment.	Assessment used throughout school to focus on needs of child AND barriers to learning within the learning environment to aid planning.			
7	All classrooms are dyslexia friendly and use dyslexia friendly approaches.	<ul style="list-style-type: none"> Classroom management and organisation enables all pupils to access the full curriculum. Common approaches used across school. 			
8	All staff use dyslexia friendly teaching methods and seek to remove all barriers to learning and participation. A range of teaching and learning styles is used.	Monitoring of planning and teaching and learning shows use across school.			
9	Dyslexia friendly cross-curricular approaches used.	Pupils access the full curriculum and develop independent learning strategies.			
10	Appropriate differentiated work in literacy hour and daily mathematics lesson.	Shown in planning and lesson observations.			
11	Ability appropriate National Curriculum targets set and achieved by all pupils.	Appropriate National Curriculum targets set and achieved.			
12	Self-esteem, motivation, emotional & social development are all supported.	Pupils are well motivated and develop independence and social skills, and show high self-esteem.			
13	Ongoing assessment, monitoring and review of effectiveness of all action taken.	<ul style="list-style-type: none"> Monitoring in place. Review of all strategies used shows continuing pupil progress against curriculum and IEP targets. 			

14	Pupils fully involved in the identification, assessment and learning process.	<ul style="list-style-type: none"> • Pupils identify own learning styles and become independent learners. • Pupils involved in identifying their needs and action to be taken. • Pupils involved in reviewing progress and effectiveness of action. 			
15	Maximum participation by parents.	Parents involved in identification, assessment, action and review			

AUDIT OF PROFESSIONAL DEVELOPMENT NEEDS FOR TEACHERS & TEACHING ASSISTANTS

Name: _____ School _____ Teacher/Teaching Assistant: _____	Yes	No	Priority
In order to develop dyslexia friendly approaches do you need?			
• More expertise with identification of dyslexia			
• Advice re assessment to help identification			
• To develop your understanding of the difficulties that dyslexia children may face in accessing the curriculum			
• More understanding of the children`s different learning styles in order to overcome their barriers to learning			
• Further suggestions for classroom management and organisation			
• Suggestions for the differentiation of literacy activities			
• Assistance with appropriate cross-curricular strategies/activities/resources (including ICT)			
• Assistance with setting appropriate targets for dyslexic pupils			
• Strategies to develop positive self-esteem and motivation			
• Advice on involving pupils in their learning			
• Support re communicating with parents about dyslexia			
• Advice on resources/strategies to make your classroom more dyslexia friendly			
• Advice on monitoring pupil progress and the success of intervention strategies			

Please add any other areas you feel need to be addressed to support you and your school in becoming more dyslexia friendly?

PLANNING TO DEVELOP A DYSLEXIA FRIENDLY SCHOOL
 (based on audit of current whole school approaches and audit of professional development needs)

AREA FOR DEVELOPMENT	ACTION REQUIRED	SUCCESS CRITERIA	RESPONSIBILITY/ INVOLVEMENT	WHEN BY	MONITORING ARRANGEMENTS	POLICY LINK **

(* ** Policy link = where reference to practice will formally be made eg. Teaching & Learning Policy, SEN/Inclusion Policy, Assessment Policy, Behaviour Policy, Accessibility Plan)