**STANDARDS FOR ACTION PLAN**

**The Bury Dyslexia Aware Quality Mark**

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| **Question 1.**  **What is distinctive about the way your school meets the needs of all dyslexic learners or those at risk from dyslexia?**  **Description of Activity** | |
| ***Please see Guidance Note 1***   1. The school has in place a statutory Access Plan,in light of an audit of the school, indicating how far it offers inclusive learning opportunities. | |
| 1. The School Improvement Plan includes targets re: Achieving Dyslexia Aware Quality Mark. | |
| 1. The Action Plan has resources allocated to it and is being implemented. There is a systematic process for identifying CPD needs of all staff in relation to additional needs (including Dyslexia) and Inclusion. | |
| 1. A plan for Continuing Professional Development (CPD) in relation to dyslexia aware status is either in place or is in the process of being put in place, including:    * Whole school awareness training    * Teaching assistants are being trained and have ongoing support    * Promotion of short courses for all staff    * Specialist qualifications to enable teachers to assess for examination concessions (High schools only)    * A rolling programme for new and absent staff    * Supply staff are provided with guidelines on dyslexia aware teaching and profiles of pupils –    * Review and updating of CPD in view of additional changing needs of staff | |
| 1. The senior management team is proactive in the promotion of dyslexia aware practice | |
| ***Please see Guidance Note 2***   1. The SEN Governor has attended an awareness seminar/course on Dyslexia Aware Schools SEND Governor is kept aware at all Governors meetings | |
| **Possible sources of evidence to support Question 1:**  References in school policies in the following:   * School Improvement Plan * Access Plan * SEN and Inclusion Policy * Subject Policies * Key stage Policies * Teaching and Learning Policy * Assessing and Monitoring Policy – including marking & homework policy * Pastoral Policy * Ongoing CPD Planning and records * Behaviour & Exclusion Policy | |
| **Current Action** | **Action Required** |

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| **Question 2.**  **With particular reference to your target pupils how well do dyslexic learners or those at risk from dyslexia achieve?**  **Description of Activity** | |
| 1. Most dyslexic learners make good progress in relation to their attainment and identified needs | |
| 1. Most are becoming active in setting themselves realistic targets for improvements | |
| 1. Provision for all pupils including dyslexic learners is audited so as to identify gaps across the school. The identification of these gaps contributes considerably to the school’s SEN development plan and provision map | |
| 1. The school analyses outcomes of interventions for all children with additional needs, in order to identify future needs, as well as professional development requirements   Where appropriate, assessment is secured from outside agencies | |
| **Possible sources of evidence to support Question 2.**   * Learning Journeys * Access Plan * Equal Opportunities Policy & Statement * Provision Map * Lesson Plans * Medium Term Planning * Current and past planning * CPD planning * Support timetable * Lesson observations * Attendance records * ICT provision & software * School Curriculum Policies | |
| **Current Action** | **Action Required** |

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| **Question 3.**  **With reference to your target pupils how does the school address their personal attitudes, values and personal development?**  **Description of Activity** |
| 1. Staff recognise that some dyslexic learners have complex pastoral needs |
| 1. Reasonable adjustments made in the classroom are carried through in extra-curricular activities and extended services |
| 1. Social and Emotional aspects of learning are promoted through:    * Valuing the individual and their diversity    * Praise for effort and achievement    * Promoting strengths    * Providing opportunities for success    * Providing a stress-free learning environment   Effective measures are in place to deal with harassment or bullying |
| 1. The attendance of children with dyslexia is monitored sensitively |
| 1. There are few fixed-term exclusions for dyslexic learners |
| 1. The attendance of children with individual needs is in line with the school’s attendance targets |
| 1. The school works in partnership with pupils by:  * Involving pupils in decision making and helping them to understand their learning strengths and areas for development and to value their achievements * Ensuring that Social, Emotional and Mental Health issues are addressed * Assisting pupils in finding their own learning strategies and helping them implement them * Recording and disseminating information to all teachers * Involving pupils in planning their Special Educational Provision and at review if/as appropriate * Finding out about pupils’ interests, strengths and areas for development * Promoting a ‘can do’ culture * Raising awareness of dyslexia amongst peers to remove stigma and provide positive role models |

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| **Possible sources of evidence for Question 3.**   * Access Plan * Provision Map * Lesson Plans * CPD Planning * IEP Review documentation * Classroom displays * Lesson observations * Provision of extra-curricular activities * Reward system * Anti-bullying Policy * Attendance records | |
| **Current Action** | **Action Required** |
| **Question 4.**  **With particular reference to your target pupils, how effective are teaching and learning for dyslexic learners and those at risk from dyslexia?**  **Description of Activity** | |
| 1. Teachers and practitioners have sufficient knowledge of dyslexia aware strategies to include all pupils through differentiation of tasks and outcomes | |
| 1. All pupils including dyslexic learners negotiate suitable challenging learning targets | |
| **Possible sources of evidence to support Question 4.**   * Access Plan * Provision Map * Lesson Plans * Lesson observations * CPD Planning * Classroom resources | |
| **Current Action** | **Action Required** |

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| **Question 5.**  **With reference to your target pupils, what is the quality of the curriculum they receive?**  **Description of Activity** | |
| 1. TAs know how the work they do fits into plans for the week, and what the learning outcomes are for the children they work with | |
| 1. Analysis of summative assessments is used to develop differentiated targets | |
| ***Please see Guidance Note 4***   1. Long and medium term planning takes into account the needs of different groups of pupils including dyslexic learners | |
| 1. There has been detailed discussion between class, subject teachers, practitioners and the SENCO about how to adapt curriculum plans to meet the needs of dyslexic learners | |
| 1. All teachers and practitioners recognise their role as teachers and practitioners of dyslexic learners and take responsibility for planning and delivering classroom teaching that involves planning for their individual needs and learning styles | |
| **Possible sources of evidence to support Question 5.**   * School Curriculum Policies * Equal Opportunities Policy or Statement * Access Plan * Pupil Tracking Data, Raise Online, individual records * Lesson Plans, medium-term planning, provision map, TA records/notes | |
| **Current Action** | **Action Required** |

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| **Question 6.**  **With particular reference to your target pupils and the school’s Access Plan, how well does the school ensure equality of access and opportunity for dyslexic learners or those at risk from dyslexia?**  **Description of Activity** | |
| 1. Evidence of adapted classroom organisation and reasonable adjustments are found across the curriculum, e.g.  * Seating, lighting and the provision of resources * Alternatives to copying from the board * Collaborative learning and peer support * Use of appropriate ICT to support pupil learning | |
| 1. Implementation of access strategies, dyslexia aware teaching strategies and support is evidenced across all subject areas | |
| 1. There is a range of resources available within school for supporting pupils with dyslexia across the curriculum, e.g. | |
| * Magnetic letters * ICT software * Electronic spellers * Ace dictionary * Literacy and Numeracy games * Word mats * Coloured overlays etc. | |
| 1. In class there is evidence to show a match between learning styles, teaching styles, and individual objectives | |
| 1. Teachers and practitioners provide specific oral and written feedback to pupils on their progress that is positive, sensitive and constructive | |
| **Possible sources of evidence for Question 6.**   * Lesson Plans * Curriculum Planning Documents * Lesson observations * CPD records | |
| **Current Action** | **Action Required** |

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| **Question 7.**  **With particular reference to your target pupils, how well does the school work in partnership with parents, other schools and other members of the community to meet the needs of dyslexic learners and those at risk from dyslexia?**  **Description of Activity** | |
| 1. The school has systems in place for liaison between schools to ensure that there is continuity in terms of support and progression when children with dyslexia transfer e.g. planned meetings between schools, ‘taster’ days, transfer of documentation | |
| ***Please see Guidance Note 5***   1. Systems and assessments are in place to identify pupils with literacy difficulties including screening for dyslexia to enable schools to collaborate on best practice | |
| 1. Schools and settings work in close collaboration with parents and other practitioners, highlighting indicators of potential difficulty | |
| 1. The school has identified members of staff who will ensure that information is available for parents and receiving schools | |
| 1. The SENCO coordinates information from a range of sources, e.g.  * Child/adult conferencing * Parent carer information * Classroom observations * Assessment of underlying or prerequisite skills * Assessment through teaching * Standardised or other tests which enable parents or carers and other schools to make provision | |
| 1. Parents/carers and teachers/practitioners identify, share and take action about concerns over pupils’ progress and take part in target-setting meetings and annual reviews | |
| 1. The school consistently places pupils and their parents/carers at the centre of target-setting meetings and annual reviews | |
| 1. Parents/carers are provided with home-based approaches to supporting their children’s learning | |
| **Possible sources of evidence for Question 7.**   * Pupil progress/target-setting meetings * Records of meetings * Assessments * Transition documentation and planning * Home-school diaries | |
| **Current Action** | **Action Required** |

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| **Question 8.**  **With particular reference to your target pupils, how well is the school regarded by the dyslexic learners and their parents?**  **Description of Activity** | |
| 1. The school has arrangements in place for the provision of information in a range of accessible formats to parents and carers with disabilities. They are regularly reviewed. | |
| 1. Dyslexic pupils participate and contribute to the school’s arrangements to hear pupil voice. | |
| 1. Parents and carers receive regular updates on the implementation of the school’s dyslexia aware policy. The governing body reports to parents and carers on the effectiveness of this policy. | |
| 1. The school is active in promoting and establishing parent partnerships so that the parental concerns are logged and actioned. | |
| 1. A procedure for parents’ and carers’ concerns is in place and they are familiar with how it works | |
| 1. Parents are informed where they can go for advice other than in school e.g. Parent Forum, IASS. | |
| 1. Parents and governors are aware of and participate in ongoing training. | |
| **Possible sources of evidence for Question 8.**   * Access Plan * School communication systems * Interviews and questionnaires with parents/carers/pupils * Evidence of action resulting from these * Governors’ Minutes * Records of training * Disability and Equality Policies | |
| **Current Action** | **Action Required** |

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| **Question 9.**  **In what ways does your school’s ‘Dyslexia Aware’ good practice impact on the learning of other pupils?**  **Description of Activity** |
| 1. References to this question should be identified throughout the other sections of this document |

**APPENDIX – GUIDANCE NOTES**

1. It is a statutory requirement for schools to have an Access Plan which outlines details of how schools make adjustment for pupils with disabilities. This also needs to include dyslexia.

1. Training about dyslexia/dyslexia friendly schools will be available to governors each year as part of the governor training programme.
2. Examples may include:

* Class based tracking of pupil progress
* Whole school tracking of pupil progress
* Running records
* Phonics assessment
* Y1 Phonics check
* Spelling assessment
* Test results (Reading, Spelling)
* Dyslexia screening
* Wrat testing
* Checklist of indicators for dyslexia

1. Curriculum plans could be whole school or year group, themed, long term planning.