

**Dyslexia Friendly Local Education Authorities (LEAs)  
Quality Mark Initiative**



City and County of Swansea

**The Dyslexia Friendly School Standards**

**Standard One: Leadership and Management - The Dyslexia Friendly School**

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>1 The school mission statement makes reference to inclusion, accessibility and the celebration of diversity.</b></p>	<p>The school intends to redraft the mission statement</p>	<p>The mission statement is currently being redrafted</p>	<p>The school mission statement makes reference to inclusion, accessibility and the celebration of diversity The SLT ensures that the school mission statement informs practice</p>	<p>The school reviews this aspect of the mission statement annually. The SLT ensures that all practice reflects the mission statement and is continually being evaluated and developed.</p>
<p><b>2 The school improvement plan includes targets re achieving the Inclusion - Dyslexia Friendly School Quality Mark.</b></p>	<p>The SIP indicates that the school is intending to achieve IDFS Quality Mark</p>	<p>The SIP outlines the process that the school will follow in order to achieve IDFS Quality Mark</p>	<p>The SIP includes targets re achieving the Inclusion-Dyslexia Friendly School Quality Mark</p>	<p>The SIP includes targets re the continued development and improvement of IDFS policies and practices. Disability/ Accessibility action plan in place and being acted upon.</p>

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>3 School policies make reference to inclusion and ensuring dyslexia friendly provision.</b></p>	<p>The school intends to redraft its policies to ensure that reference is made to inclusive dyslexia friendly provision.</p>	<p>School policies are currently being redrafted to ensure reference is made to dyslexia friendly provision.</p>	<p>School policies make reference to inclusion and ensuring dyslexia friendly provision. The SLT ensures that all practice reflects the policy.</p>	<p>Th school reviews this aspect of policies annually. The SLT ensures that all practice reflects the policy and is continually being evaluated and developed.</p>
<p><b>4 The Headteacher, SLT and governors expect all staff to be proactive in implementing and promoting inclusive, dyslexia friendly practice.</b></p>	<p>The Headteacher, SLT and governors encourage all staff to be proactive in implementing and promoting inclusive, dyslexia friendly practice.</p>	<p>The Headteacher, SLT and governors encourage and expect all staff to be proactive in implementing and promoting inclusive, dyslexia friendly practice.</p>	<p>The Headteacher, SLT and governors challenge and ensure all staff to be proactive in implementing and promoting inclusive dyslexia friendly good practice in teaching and learning.</p>	<p>The Headteacher, SLT and governors ensure all staff to be proactive in developing, improving, implementing and promoting inclusive, dyslexia friendly practice in teaching and learning.</p>
<p><b>5 Pupils with dyslexia are supported pastorally as well as academically.</b></p>	<p>The school acknowledges that pupils with dyslexia often have pastoral as well as academic needs.</p>	<p>The school is ensuring that all staff understand the pastoral and academic needs of children with dyslexia.</p>	<p>Pupils with dyslexia are proactively supported pastorally as well as academically. Their self-esteem is good and they feel confident to confide in staff re any bullying etc.</p>	<p>The school runs and develops extra curricular activities to ensure the pastoral needs of pupils with dyslexia are met.</p>

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>6 All teaching and support staff have undergone dyslexia friendly training and all new staff have a DFS induction programme.</b></p>	<p>The school staff development plan outlines an intention to provide DFS training in the very near future.</p>	<p>DFS training has been planned for this academic year.</p>	<p>All teaching and support staff have undergone dyslexia friendly training</p>	<p>All teaching and support staff have undergone dyslexia friendly training and all new staff have a DFS induction programme.</p>
<p><b>7 Parents and governors are involved in the development of DFS and have the opportunity to participate in ongoing training.</b></p>	<p>It is in the intention to involve parents and governors in training in the future.</p>	<p>Parents and governors are to be invited to training re dyslexia. They are informed about the provision being made.</p>	<p>Parents and governors were invited to the DFS training or were provided with a discrete dyslexia awareness session. They are kept informed about the provision made for pupils with dyslexia.</p>	<p>Parents and governors are proactively encouraged to attend training etc. and are informed about and involved in the review of all provision for pupils with dyslexia</p>
<p><b>8 Associate staff/ LSAs are valued members of the school and are supported in applying dyslexia friendly support strategies.</b></p>	<p>The school staff development plan outlines the training that is to be available to all Associate staff/ LSAs</p>	<p>Associate staff/ LSAs are invited to all training opportunities and are encouraged to work closely with teachers in order to meet the needs of all children.</p>	<p>Associate staff/ LSAs are proactively included ( and paid) in all training opportunities. They work closely with teachers and are supported in career progression.</p>	<p>Associate staff/ LSAs are proactively included (and paid) in all training opportunities. They are given non-contact time to give them the opportunity to liaise with staff and prepare materials</p>

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>9 Resources are allocated to ensure effective implementation of the initiative (targeted resources are linked to measurable outcomes).</b></p>	<p>It has been agreed that resources will be allocated to the Inclusion/ DFS initiative.</p>	<p>The budget plan includes resources to be assigned to the initiative.</p>	<p>Resources are specifically assigned to DFS targets on the school development plan.</p>	<p>Resources are specifically assigned to DFS targets on the school development plan and there is an indication that this will continue year on year as the initiative develops.</p>
<p><b>10 Transition from phase to phase is seamless and a positive experience for pupils.</b></p>	<p>Staff from the different phases are working together to plan a more smooth transition.</p>	<p>There is consultation between phases at each transition and records are passed on at the appropriate time</p>	<p>Strategies are in place to ensure a smooth transition and the different phases are working closely together.</p>	<p>Strategies are in place to ensure a smooth transition and the different phases are working closely together to ensure this improves year on year.</p>

## Standard Two: Teaching and Learning

### a Knowledge Assessment and Planning

Indicator	Focusing	Developing	Establishing	Enhancing
<b>1 A key member of staff has a BDA accredited 'dyslexia' qualification.</b>	It is identified by the staff development plan that a member of staff needs to have a dyslexia qualification.	A named person has been identified and is currently undergoing BDA accredited training.	A named person with a dyslexia qualification is in place. They support other staff and pupils to ensure a DFS.	A named person with a dyslexia qualification has a high school profile and supports the SLT and other schools by giving advice. They monitor and review provision on a regular basis.
<b>2 An information pack re the inclusion of children with dyslexia is available to all staff.</b>	The school development plan highlights the intention to produce a pack.	A pack is in the process of being produced.	Each member of teaching and support staff has a copy of the pack.	All staff have a pack which is regularly reviewed and updated.
<b>3 Whole school assessment systems are used to identify and monitor pupils with dyslexia.</b>	Whole school systems are in place and the needs of children with dyslexia identified.	Assessment systems are in place and ways in which the outcomes can be used to track the progress of pupils with dyslexia are being developed.	Whole school assessment systems are used to identify, track and monitor pupils with dyslexia. All staff informed of strengths, difficulties and progress.	Whole school assessment systems are used to inform provision for pupils with dyslexia by all staff.
<b>4 Identified pupils are individually assessed and the outcomes are used to inform provision.</b>	The school is investigating assessment packages and discussing how they might be used.	A range of assessments is used in the school and staff use the results to inform their practice.	A recognised range of assessment tools is used with individual children to identify their weaknesses, and inform their IEP.	All staff know and understand the assessment tools used. The test is used diagnostically and, through IEPs, staff use the results to inform the provision they make.

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>5 All staff understand and act on the needs of pupils with dyslexia, and know where to go for additional advice and support.</b></p>	<p>Staff are encouraged to attend DFS training and a person is available to support them.</p>	<p>All staff are given training and are told whom to consult if they need support.</p>	<p>All staff understand and act on the needs of pupils with dyslexia, and know where to go for additional advice and support. They are encouraged to attend training to advance the above.</p>	<p>All staff understand and act on the needs of pupils with dyslexia. They are encouraged to attend training to advance the above. Staff are challenged and supported if their practice is not dyslexia friendly.</p>
<p><b>6 Pupils with dyslexia have an IEP with clearly stated targets and strategies for staff to break down barriers to achievement.</b></p>	<p>Pupils with dyslexia have an IEP. Targets and strategies are being developed.</p>	<p>Pupils with dyslexia have an IEP with clearly stated targets and strategies.</p>	<p>Pupils with dyslexia have an IEP with clearly stated targets and strategies which staff use to break down barriers to achievement.</p>	<p>Pupils with dyslexia have an IEP which enables staff to break down barriers to achievement. This is reviewed on a regular basis taking parent and pupil views into consideration.</p>
<p><b>7 Teachers and associate staff use IEPs in their joint planning.</b></p>	<p>Associate staff/ LSAs are aware of all children with dyslexia.</p>	<p>Teachers and associate staff/ LSAs use IEPs in their joint planning</p>	<p>Teachers and associate staff/ LSAs work closely together to ensure that the IEP is implemented successfully.</p>	<p>Teachers and associate staff/ LSAs are given time for joint planning which ensures the implementation of IEPs.</p>

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>8 Individual or small group provision is available where appropriate and the class-teacher is aware of shared learning objectives which are transferred to the mainstream classroom. This is ideally implemented by a teacher with a dyslexia qualification.</b></p>	<p>Individual or small group provision is available where appropriate and the class-teacher is aware of shared learning objectives.</p>	<p>Individual or small group provision is available where appropriate and the class-teacher is aware of shared learning objectives which are transferred to the mainstream classroom.</p>	<p>Individual or small group provision is available where appropriate. This is planned by the class-teachers and support staff and the learning objectives are transferred to the mainstream classroom.</p>	<p>Individual or small group provision is available where appropriate. This is planned by the class-teacher and support staff and the learning objectives are transferred to the mainstream classroom. The programmes are reviewed on a regular basis.</p>
<p><b>9 Examination dispensations are available where appropriate.</b></p>	<p>Examination dispensations are being discussed</p>	<p>Examination dispensations are planned to be available where appropriate.</p>	<p>Examination dispensations are available where appropriate. The school seeks the support of others to obtain the necessary assessment.</p>	<p>Examination dispensations are available where appropriate. The school is independent in ensuring the assessment necessary.</p>

**b Teaching and Learning Styles**

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>1 Self-esteem is improved by valuing individual diversity, building on strengths, ensuring and praising success, facilitating peer understanding and support and providing a stress free environment.</b></p>	<p>It is recognised that good self-esteem is vital if pupils with dyslexia are to learn successfully.</p>	<p>Pupils are helped to understand dyslexia and value the achievements of those who have dyslexia. Reward systems are in place to ensure good self-esteem.</p>	<p>The school has an inclusive culture. All pupils are helped to understand dyslexia and value the achievements of those who have dyslexia.</p>	<p>The school's inclusive culture ensures that all children have good self-esteem. Diversity is celebrated and the achievements of all children including those with dyslexia are valued. Reward systems are in place and are regularly monitored and reviewed.</p>
<p><b>2 Appropriate challenges are set according to both the cognitive and literacy ability of the pupil. Where setting exists pupils are put in sets according to their cognitive ability.</b></p>	<p>The school development plan outlines how setting will be reviewed to ensure that pupils are put in sets according to their ability.</p>	<p>Assessment is used to put pupils in appropriate sets. Differentiation takes place in the classroom.</p>	<p>Pupils are in appropriate sets according to their ability and their lessons are highly differentiated so that they are able to access the curriculum. IEPs and lesson plans describe this differentiation.</p>	<p>Pupils are in sets according to their cognitive ability and their lessons are highly differentiated. IEPs and lesson plans describe this differentiation. The provision is regularly reviewed. SLT monitor the provision.</p>

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>3 Teachers use appropriate multi-sensory teaching styles. Pupils learn in a multi-sensory way and use a variety of methods to record their learning.</b></p>	<p>Teachers are encouraged to use multi-sensory teaching methods and support children to learn in a multi-sensory way.</p>	<p>The majority of teachers use multi-sensory teaching methods and support children to learn in a multi-sensory way. They share their good practice with others.</p>	<p>All teachers use multi-sensory teaching methods and support multi-sensory learning. They share their good practice.</p>	<p>All teachers use multi-sensory teaching methods for all children. This good practice is shared with other schools.</p>
<p><b>4 Work is marked for success with limited spelling correction. It focuses on content and identifies points for improvement.</b></p>	<p>The school is developing a dyslexia friendly school spelling policy</p>	<p>There is an established whole school marking policy</p>	<p>There is an established whole school marking policy which meets the needs of pupils with dyslexia. All staff are expected to follow it.</p>	<p>There is an established whole school marking policy which meets the need so f pupils with dyslexia. All staff follow it. If they don't they are challenged and supported. The policy is reviewed regularly.</p>
<p><b>5 Strategies are in place to ensure that homework is differentiated, understood and achievable.</b></p>	<p>All staff are encouraged to differentiate homework. A policy is being written.</p>	<p>All homework is expected to be differentiated, understood and achievable. A policy is in place.</p>	<p>Strategies are in place to ensure that homework is differentiated, understood and achievable. A policy is in place.</p>	<p>Strategies are in place to ensure that homework is differentiated, understood and achievable. Parents and children are involved in reviewing the homework policy.</p>

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>6 Pupils are involved in IEP planning and reviewing.</b></p>	<p>The school intends to involve pupils in IEP reviews as well as their parents.</p>	<p>Pupils are consulted re their IEP. They have an input into their target setting.</p>	<p>Pupils are involved in their IEP review meetings along with their parents, teachers and support staff. They are involved in setting their own targets.</p>	<p>Pupils are proactively involved in their IEP review meetings along with their parents, teachers and support staff. They are invited to describe their learning styles and strategies that support their learning.</p>
<p><b>7 The school provides mentors, peer buddies, counsellors etc where appropriate.</b></p>	<p>Peer mentoring/ buddying systems are being planned and pupils with dyslexia will be encouraged to take part.</p>	<p>Peer mentoring/buddying systems are being developed and pupils with dyslexia are encouraged to take part.</p>	<p>Peer mentoring/buddying systems are in place and pupils with dyslexia are encouraged to take part.</p>	<p>Peer mentoring /buddying systems are in place and pupils with dyslexia are encouraged to take part. Their progress is monitored and the systems are regularly reviewed.</p>

**Standard Three: The Classroom Environment and Resources**

<b>Indicator</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
<b>1 Resources and adult support are used to ensure independence.</b>	Being considered	Being developed	Established	Regularly being reviewed and improved
<b>2 Optimum seating, lighting and sound is considered for all children.</b>	Being considered	Being developed	Established	Regularly being reviewed and improved
<b>3 Resources are appropriately positioned and clearly labelled.</b>	Being considered	Being developed	Established	Regularly being reviewed and improved
<b>4 ICT is used effectively to enhance pupils learning.</b>	Being considered	Being developed	Established	Regularly being reviewed and improved
<b>5 Alternatives to copying from the board are used.</b>	Being considered	Being developed	Established	Regularly being reviewed and improved

<b>Indicator</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
<b>6 Pastel paper and an accessible font is used for worksheets etc</b>	Being considered	Being developed	Established	Regularly being reviewed and improved.
<b>7 Coloured overlays are available.</b>	Being considered	Being developed	Established	Regularly being reviewed and improved
<b>8 A selection of high interest/ low reading age books are available in each classroom and/or school library.</b>	Being considered	Being developed	Established	Regularly being reviewed and improved
<b>9 Keywords and other literacy prompts are displayed around the classroom.</b>	Being considered	Being developed	Established	Regularly being reviewed and improved.
<b>10 Other (please specify)</b>	Being considered	Being developed	Established	Regularly being reviewed and improved.

**Standard Four: Partnership and Liaison with Parents, Carers, Governors and other Concerned Parties.**

<b>Indicator</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
<b>1 The school liaises with parents re concerns about pupils with dyslexia.</b>	School is establishing procedures to ensure parents are informed re concerns and they are able to express theirs.	Parental concerns are noted and acted upon. Parents are informed of school concerns.	Procedures are established which support the liaison between schools and parents. Schools actively listen and respond to parental concerns.	There is true partnership between school and parents. Both parents listen actively act on concerns.
<b>2 The school invites parents to help them review their child's progress through an ongoing cycle of review meetings as outlined in the SEN Code of Practice (SA at least biannually, SA+ and statement termly)</b>	Parents are invited to attend review meetings. They are supported in helping their children meet their IEP targets.	Parents are encouraged to attend review meetings. They are involved in IEP panning and are supported in helping their children meet the targets.	Parents always attend review meetings. They are involved in IEP planning and are supported in helping their children meet the targets.	Parents are proactively involved in regular review meetings. They are involved in IEP planning and are actively supported in helping their children meet the targets.
<b>3 The school promotes an ongoing partnership with parents to ensure effective learning at home and in school.</b>	The school improvement plan outlines the intention to develop partnership with parents through reviews, support groups and availability of resources.	The school is developing resources and support groups for parents and is implementing the targets in the school improvement plan.	The school proactively involves parents in reviews, runs a support group and provides resources for parents.	The school proactively involves parents in reviews, runs a support group and provides resources for parents. This provision is reviewed and improved on a regular basis.

Indicator	Focusing	Developing	Establishing	Enhancing
<p><b>4 Parents are given information on dyslexia, the provision the school is making for pupils with dyslexia, the local partnership and SNAP West Wales Dyslexia Association.</b></p>	<p>Th school development plan outlines the intention to write a booklet for parents.</p>	<p>A booklet is being prepared for parents. They are verbally told about provision etc.</p>	<p>A parent booklet is distributed to ensure that parents re aware of dyslexia. the provision available and outside school groups that they can contact.</p>	<p>A parent booklet is written with the help of parents. It is distributed to all ensuring that parents are aware of dyslexia , the provision available for dyslexic students and outside school groups that they can contact.</p>
<p><b>5 All governors are given dyslexia friendly training and understand the assessment, provision and review procedures in place for pupils with dyslexia.</b></p> <p><b>They give the DFS initiative their full support.</b></p>	<p>Governors are informed about dyslexia friendly training and understand the assessment, provision and review procedures in place for pupils with dyslexia.</p> <p>They know about the DFS initiative.</p>	<p>All governors are given the opportunity to attend dyslexia friendly training and understand the assessment, provision and review procedures in place for pupils with dyslexia.</p> <p>They give the DFS initiative their support.</p>	<p>All governors are given dyslexia friendly training and understand the assessment, provision and review procedures in place for pupils with dyslexia.</p> <p>They give the DFS initiative their full supports.</p>	<p>All governors are encouraged to attend dyslexia friendly training and understand the assessment, provision and review procedures in place for pupils with dyslexia</p> <p>. They give DFS the initiative their full support and ensure its success.</p>