

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
1 The school mission statement makes reference to inclusion, accessibility and the celebration of diversity.				
2 The school development plan includes targets re achieving the Inclusion - Dyslexia Friendly School Quality Mark.				

Indicator	Focusing	Developing	Establishing	Enhancing
<p>3 School policies make reference to inclusion and ensuring dyslexia friendly provision.</p>				
<p>4 The Headteacher, SLT and governors expect all staff to be proactive in implementing and promoting inclusive, dyslexia friendly practice.</p>				
<p>5 Pupils with dyslexia are supported pastorally as well as academically.</p>				

Indicator	Focusing	Developing	Establishing	Enhancing
<p>6 All teaching and support staff have undergone dyslexia friendly training and all new staff have a DFS induction programme.</p>				
<p>7 Parents and governors are involved in the development of DFS and have the opportunity to participate in ongoing training.</p>				
<p>8 Associate staff/ LSAs are valued members of the school and are supported in applying dyslexia friendly support strategies.</p>				

Indicator	Focusing	Developing	Establishing	Enhancing
<p>9 Resources are allocated to ensure effective implementation of the initiative (targeted resources are linked to measurable outcomes).</p>				
<p>10 Transition from phase to phase is seamless and a positive experience for pupils.</p>				

Standard Two: Teaching and Learning

a Knowledge Assessment and Planning

Indicator	Focusing	Developing	Establishing	Enhancing
1 A key member of staff has a BDA accredited 'dyslexia' qualification.				
2 An information pack re the inclusion of children with dyslexia is available to all staff.				
3 Whole school assessment systems are used to identify and monitor pupils with dyslexia.				
4 Identified pupils are individually assessed and the outcomes are used to inform provision.				

Indicator	Focusing	Developing	Establishing	Enhancing
<p>5 All staff understand and act on the needs of pupils with dyslexia, and know where to go for additional advice and support.</p>				
<p>6 Pupils with dyslexia have an IEP with clearly stated targets and strategies for staff to break down barriers to achievement.</p>				
<p>7 Teachers and associate staff use IEPs in their joint planning.</p>				

Indicator	Focusing	Developing	Establishing	Enhancing
<p>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.</p>				
<p>9 Examination dispensations are available where appropriate.</p>				

b Teaching and Learning Styles

Indicator	Focusing	Developing	Establishing	Enhancing
<p>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.</p>				
<p>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.</p>				

Indicator	Focusing	Developing	Establishing	Enhancing
<p>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.</p>				
<p>4 Work is marked for success with limited spelling correction. It focuses on content and identifies points for improvement.</p>				
<p>5 Strategies are in place to ensure that homework is differentiated, understood and achievable.</p>				

Indicator	Focusing	Developing	Establishing	Enhancing
<p>6 Pupils are involved in IEP planning and reviewing.</p>				
<p>7 The school provides mentors, peer buddies, counsellors etc where appropriate.</p>				

Standard Three: The Classroom Environment and Resources

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

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

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

Indicator	Focusing	Developing	Establishing	Enhancing
<p>1 The school liaises with parents re concerns about pupils with dyslexia.</p>				
<p>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)</p>				
<p>3 The school promotes an ongoing partnership with parents to ensure effective learning at home and in school.</p>				

Indicator	Focusing	Developing	Establishing	Enhancing
<p>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.</p>				
<p>5 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 support.</p>				