



Dyslexia Friendly Full Status Verification Audit

Primary Schools.

School : Ravensmead Primary School				
Head Teacher: Dave Bell				
Dyslexia Friendly Lead Teacher: Mel Goodall				
	<i>Audit Criteria</i>	<i>Evidence</i>	<i>Positives</i>	<i>Areas for Development</i>
1.	<i>Policy</i>			
1.1	<i>School policies contains a statement relating to good practice in SpLD</i>	<i>Dyslexia Friendly school policies including: Teaching and Learning, sample of curriculum subjects, Behaviour, Inclusion, (SEN, DF) Marking, Homework, Assessment. Review dates included. Policies accessible (e.g. on shared area, Learning Platform, website) including complaints procedures written in a Dyslexia Friendly language.</i>	<i>Excellent marking policy, created with input from the School Council. SENCo has attended Policy into Practice training in order to write the new SEN Policy/School Information Report (New CoP) Handwriting policy moving towards cursive script throughout the school (Basic Skills Quality Mark development point)</i>	
1.2	<i>School governors are kept informed of policy and practice through updates at Governors meetings</i>	<i>Specific references in Governors' meetings Head teacher's report to Governors has SpLD references</i>	<i>School have IQM Flagship Status and are renewing their Flagship Status at the same</i>	

			time as this Dyslexia Friendly Verification.	
2.	<i>Training</i>			
2.1	<i>Head, SLT and Governors are aware of the range of Inclusion Development Programmes (IDP).</i>	School Leadership Team have engaged with IDP Dyslexia strand and a staff meeting has taken place Governors have attended IDP training.	Governors have received training from the SENCo	
2.2	Staff are using IDP Materials.	School Leadership Team has engaged with IDP Dyslexia, strand and a staff meeting has taken place The majority of staff have engaged with the IDP materials and completed the self-evaluation checklist. The majority of staff are at the confident and very confident (3 & 4) level of competency.	IDP web link is available for staff on the new Launch Pad website New Staff have completed the self- evaluation form	
2.3	Record of CPD using IDP Materials and other SpLD courses attended by staff	Training / CPD Records or Performance Management show staff attendance on courses		
2.4	<i>Training needs identified with CPD Coord.</i>	Training plan for school reflects commitment to a holistic approach to learning. (E.g. Dyslexia Friendly, SEAL, SEAD, Nurture, Positive Play, Practical Maths, ICT. Established Induction Programme for new staff.	Staff have visited Merryfields for ideas and advice Clear induction programme for new staff.	
2.5	Training needs identified in School Development Plan.	Training Plan is reflected in SDP/SIP		

3.	<i>Identification and Assessment</i>			
3.1	<i>Dyslexia checklists are used to monitor initial concerns.</i>	<p><i>Dyslexia checklists in use and dated to show when completed.</i></p> <p><i>EY checklist used for Foundation/ KS1</i></p> <p><i>School staff have awareness and knowledge of the checklist and use it</i></p> <p><i>Record of meetings where schools concerns have been discussed with parents/those with parental responsibility</i></p>		
3.2	<i>Routine assessment takes into account the learner with dyslexic difficulties</i>	<p><i>Evidence of whole school awareness of testing used by school, list of screening tests, dates administered etc.</i></p> <p><i>Use of some diagnostic/norm-referenced test including literacy and numeracy – PHAB, BPVS, YARC</i></p> <p><i>(Note to verifier, please list those tests used)</i></p> <p><i>Other non-standardised tests and/or observations used to provide information regarding pupil's learning profile.</i></p> <p><i>Evidence of reader/scribe as part of normal classroom practice</i></p> <p><i>Access arrangements for exams, SATs etc.</i></p>	<p><i>Excellent tracking data linked to interventions. Progress carefully monitored.</i></p> <p><i>Good use of FFT Assessments esp. running records</i></p>	<p><i>No evidence in file of access arrangements but school are following guidelines.</i></p>
4.	<i>Provision</i>			

4.1	<i>Guidelines on management and strategies are included in school staff handbook</i>	<i>Staff Handbook/ SENSS Dyslexia Friendly Strategies CD/ Booklet</i> <i>Resources available for school staff.</i>		
4.2	<i>The names of pupils with dyslexic tendencies are made known to supply teachers, along with a list of do's and don'ts for those pupils</i>	File available and accessible for each class which should include at least: <i>i) Names of pupils with in the class including those attending Dyslexia Centre/receiving outreach support. Details of liaison notes from Dyslexia Centre staff.</i> <i>ii) Essential "dos and don'ts" for these pupils</i> <i>Named person responsible for ensuring all supply staff are aware of and have access to file</i>	<i>Good list of essential don'ts and very useful lesson review questions</i> <i>SENCo very organised and aware of pupil needs</i>	<i>Might be useful to add some "do"s to the list</i>
4.3	<i>Dyslexia-friendly practice is evident in classrooms and throughout the school.</i>	<i>Resources are evident in the classroom. These might include:</i> <i>Alphasmart, laptop, coloured paper, reading guides, alternate colours on boards, appropriate font eg comic sans, visual timetable, mnemonics, desk prompts and aids eg h/f words and vocabulary, alphabet arcs and concrete maths apparatus, personalised copies of worksheets, alternative methods of recording, ACE dictionary (or similar), water bottles. Learning Objectives clearly displayed, well-labelled resources with pictures and writing,</i> <i>Independent learning encouraged through peer and self evaluation.</i> <i>Signs and labels throughout the school</i> <i>Good practice strategies and techniques for Wave 3 interventions should include a multi sensory,</i>	<i>A lovely learning environment. Pupils are engaged and able to work independently using resources available.</i> <i>Lots of good mnemonics on display from Reception onwards.</i>	

		<i>structured programme.</i>		
5.	<i>ICT</i>			
5.1	<i>List of suitable resources available in school</i>	<p><i>Software purchased from SENSS or other recommended list.</i></p> <p><i>Evidence of ICT customized and pupils progress monitored using software eg Wordshark, Starspell, Lexia etc</i></p> <p><i>Effective use of ICT resources as aids in classroom situation and for small group/1:1 teaching eg dictaphones, Talking Buttons and Recorders, Co-writer, Dragon, Voice to Text, Lexia, Lexion, Memory boosters, StarSpell</i></p>	<p><i>Good use of communicate in print linked to HF words.</i></p> <p><i>School are buying in Nessy and new lap tops.</i></p> <p><i>IPads in use throughout the school(seen in Nursery)</i></p>	
6.	<i>Working with Parents</i>			
6.1	<i>Parents concerns are taken seriously, logged and acted upon</i>	<p><i>Evidence of parental engagement</i></p> <p><i>Written record of meetings with parents</i></p> <p><i>Parents views recorded and concerns acted on</i></p>		

6.2	<i>Parent workshops delivered</i>	<i>Parent workshops / awareness raising sessions delivered. Evidenced by training records, evaluations, invitations etc.</i>	A wide range of parent workshops offered. School are currently targeting Nursery / Reception Parents to promote language development as a large proportion of pupils are entering school significantly delayed in speech	
6.3	<i>Parents are involved in writing and reviewing IEPs</i>	<i>IEPs/ target setting or Provision Plans to include parental input IEP's to link with PSP's where appropriate Examples of parental contributions to IEPs and reviews Parents signatures on IEPs to agree to input.</i>	New form to be introduced Sept 14 has clearly defined sections for both parent and pupil comments.	
6.4	<i>Communications with parents are 'dyslexia friendly' i.e. not relying on the written word, use of technology and gentle reminders</i>	<i>Examples of Dyslexia Friendly leaflets, newsletters, notices, website. Labelling and direction signs in schools for parents, pupils and visitors (see4.3)</i>		

6.5	<i>Interaction with Parent Partnership</i>	<i>Parental access to a Parental Support Worker and details of Parent Partnership in a Dyslexia Friendly way Leaflets from Parent Partnership in use to include Dyslexia, Parent Partnership 'drop ins' or workshops.</i>	<i>Families First and the School Nurse are also able to offer drop in sessions in school.</i>	
7.	<i>Pupil's Perceptions</i>			
7.1	<i>Pupils with identified dyslexic tendencies are supported through a mentor or buddy</i>	<i>List of appropriate 'buddy' partnerships e.g. friendship, reading, spelling, talking Working Buddy Groups/ Paired Reading Friendship Zone is offered at Lunch time</i>	<i>School have recognised the need for mentors in school after a difficult Yr. 6 cohort. Two mentors are now employed to support pupils.</i>	
7.2	<i>Pupils self-esteem is monitored.</i>	<i>School questionnaire, Self image profile, SEAL etc.</i>	<i>Excellent nurture provision is available for pupils</i>	
7.3	<i>Pupils are consulted and are active in their IEP targets and reviews</i>	<i>Pupils invited to discuss targets and progress, sign target sheet where appropriate. Use of pupil friendly SMART Targets</i>	<i>See comment in 6.3</i>	
7.4	<i>Pupils are taught about the nature of their difficulty</i>	<i>P.H.S.E. Reference to pictures of famous people who have dyslexia. Access to appropriate websites for pupils with dyslexia Whole school awareness/school council</i>	<i>Numerous posters around school</i>	

7.5	<i>Pupils are given the opportunity to recognise their own best learning style</i>	<i>Learning and teaching styles:</i> <i>Multiple intelligences</i> <i>Pupils have explored and recognise their preferred learning style</i>	Questionnaire completed	Would be interesting to know the outcomes and impact on pupils.
8.	<i>Transition</i>			
8.1	<i>Pupil transition</i>	Transition guidelines e.g. calendar of events including meetings between EY/Foundation, Yr 2/3, Yr 4/5, Y6/Y7 teachers and SENCOs.	Excellent and caring transition support for statemented pupil moving to High School. Well-structured transition meetings for pupils moving between classes. Well-developed induction programme for Nursery Pupils. Transition Meetings available for parents.	
9.	<i>Notes for Verifiers</i>			

9.1	<i>Make a note of the people spoken to on the verification visit and keep good notes of what was said.</i>	<p><i>Discussions with SMT, Teachers, TAs, Parents, Governors, Pupils demonstrate an excellent working knowledge of;</i></p> <ul style="list-style-type: none"> <i>i) Impact of Dyslexia Friendly Initiative on teaching and Learning</i> <i>ii) Signs of indicators of Dyslexia</i> <i>iii) How to deal with parental concerns</i> <i>iv) Dyslexia Friendly strategies to support pupils</i> <i>v) Knowledge of school procedures</i> 	N/A Re-verification for Full Status	
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Lead Verifier Lynne Barber

Date of Full Status re verification 27/6/14	Date Full Status Previously Achieved :
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Evidence Scheme:

Red – FS Evidence looked for **Blue** – Evidence seen
Green – Areas for development **Purple** – Additional positives

Once awarded, Dyslexia Friendly Full Status is valid for three years before requiring re-verification

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