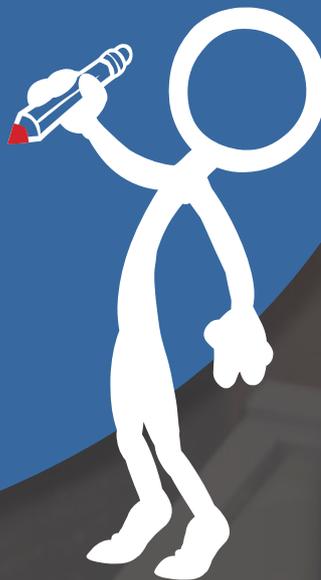


The
Dyslexia-SpLD
Trust

Dyslexia Friendly Quality Mark - The Journey



Funded by:



Department for Education

British Dyslexia
Association

The Dyslexia Friendly quality mark is the British Dyslexia Association's Quality Mark awarded to schools and organisations who have displayed a continued commitment to positively and proactively supporting those with dyslexia.



Early Intervention and Ethos

- One of the basic principles of becoming a Dyslexia Friendly school is the expectation that teachers take immediate action when faced with learning needs, rather than refer for assessment and wait for a "label". In a Dyslexia Friendly school all teachers are empowered, through training, policy and ethos, to identify learning issues and take front line action. This is the policy of "early intervention" being translated into classroom practice.
- Dyslexia is considered to be a learning difference, one which conveys a range of strengths and weaknesses in common with all learning styles and preferences, practice is therefore able to focus on inclusion, differentiation and learning.

The Dyslexia Friendly School

The Dyslexia Friendly school's aims and targets are part of the whole school development plan (SDP). Progress towards these goals and targets is the responsibility of a member of the Senior Management Team. This means that all staff are proactively led to;

- demand excellence
- have a zero tolerance of failure and take action when targets are not met
- promote whole staff awareness
- adopt flexible approaches - "if children don't learn the way we teach, we will teach them the way they learn".

Dyslexia Friendly schools are proactive schools because they believe in the importance of "rigorous scrutiny followed by immediate intervention". These schools actively "look for trouble". They make best use of the data available on all children to screen for unexpected difficulties in relation to ability. Using existing data, as the basis for screening, cuts down the testing burden therefore leaving time and money available to respond when the need arises.

These schools;

- set targets, review and monitor progress of all pupils and intervene when necessary
- seek out opportunities to replace current practice with best practice



- engage in a constant drive to improve achievement of all pupils
- target issues through INSET
- make whole school targets explicit in the SDP and evident at the chalk face
- ensure that assessment and monitoring result in action.

The schools also ensure that;

- teachers hold specialist qualifications and are required to influence whole school teaching and learning
- individual differences are recognised and celebrated
- it is recognised that everyone is important
- all pupils are empowered to “be the best they can”
- individual differences in learning styles are recognised and harnessed.
- social, emotional and intellectual inclusion is a top priority
- weak basic skills are not a bar to “top sets”
- the focus is on strengths rather than weaknesses
- progress is monitored via achievement of “can do” statements.

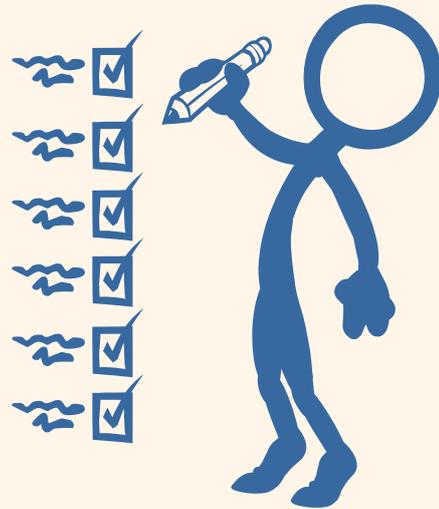


Dyslexia Friendly Practice

- Be prepared to explain things many times, in a variety of ways, individually.
- If you have to mark a piece of work in a child’s absence, use two colours – one for content and another for spelling and presentation. Correct only spellings they have been taught specifically.
- While you are looking at a child’s work, try to understand the reasons for their mistakes and give them the chance to explain their difficulties to you. This will help you to know what they need to be taught or to practise.
- Watch out for signs of tiredness and fatigue – dyslexic children have to work much harder than other pupils which is exhausting.
- Be slow, quiet and deliberate in your instruction giving, allowing time for the meaning.
- Where possible, use multi-sensory methods of learning. These use all the senses so that information is most effectively absorbed and stored.
- Enable dyslexic children to show their interest, knowledge and skills, despite their difficulties with writing. Often they will be able to ‘shine’ orally and teachers should encourage this.



- Give guidance about how to tackle tasks systematically. Dyslexic children often need to be taught many things that other children pick up without specific adult help. This might include: how to tidy a drawer; put their toys away; get dressed; look for something they have lost; pack their school bag; tie a tie or shoelaces. Adults need to recognise the importance of taking time to teach these skills in a systematic and repeated regular routine.
- Watch out for signs of falling confidence and self-esteem.



The Dyslexia Friendly classroom

The class room should be:

- arranged so that during class lessons, the dyslexic child can sit near the front;
- adapted so that, wherever possible, dyslexic children sit alongside well motivated children or a 'study buddy' who they can ask to clarify instructions for them;
- organised so that there is little movement around the room which is kept as quiet as possible, as some dyslexic children find background noise and visual movement distracting;
- equipped with clearly marked and neatly arranged resources so that they can be found easily.

Contact us:

www.thedyslexia-spldtrust.org.uk

www.bdadyslexia.org.uk

