

Specific Learning Difficulties
Guidance Document
(Revised Dyslexia Handbook)

Section 3

Dyslexia Quality Mark

“In a ‘dyslexia friendly’ school, weak basic skills are not a barrier to achievement”

Neil Mackay (BDA 1998)

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The North Yorkshire Dyslexia Quality Mark

The North Yorkshire Dyslexia Quality Mark (DQM) is based on the British Dyslexia Association (BDA) Standards and is an award granted by the North Yorkshire County Council (NYCC) in recognition of the steps taken by schools towards becoming fully inclusive and 'dyslexia friendly'.

Twenty five primary and six secondary North Yorkshire schools currently hold the quality mark. Introduced in 2005 and updated in view of recent research findings and publications – such as the Rose Report – the DQM reflects the LA's commitment to improving educational outcomes for all children and young people through the promotion of 'dyslexia friendly' environments combined with measures to meet the additional needs of children and young people.

A 'dyslexia friendly' environment provides optimum learning conditions for dyslexic children and young people taught in mainstream schools. Crucially, it benefits all children and young people, as it not only acknowledges and meets the needs of dyslexic children and young people, but also improves accessibility to learning for all and therefore promotes inclusion.

To achieve the DQM, schools demonstrate through their School Development Plan (SDP) their intention to create a 'dyslexia friendly' environment, which would include such steps as staff training and adaptations to the classroom environment, helping to develop an environment where learning issues are identified

and all staff are aware of the requirements of a 'dyslexia friendly' approach. The focus must be on improving access to learning and academic performance for **all** children and young people.

After schools have made significant progress towards meeting the objectives outlined within the DQM, they may apply for verification. This process combines self evaluation by the individual school with an independent verification and observation by LA representatives. The process illustrates school progress and achievement – through the provision of 'hard' evidence – and also acknowledges areas requiring further development. During the verification, all paperwork (evidence from school policies, tracking and training) is taken into account.

Following the visit, if the school is successful, they will be awarded the DQM. The awarding of the mark is recognition of good practice and the progress the school is making on its journey towards becoming fully inclusive. Schools should be constantly striving to improve practice and should implement the changes and developments recommended in the feedback. The quality mark is valid for three years. After this time the school will need to re-apply for renewal and demonstrate the steps they are making to implement report feedback and enhance provision.

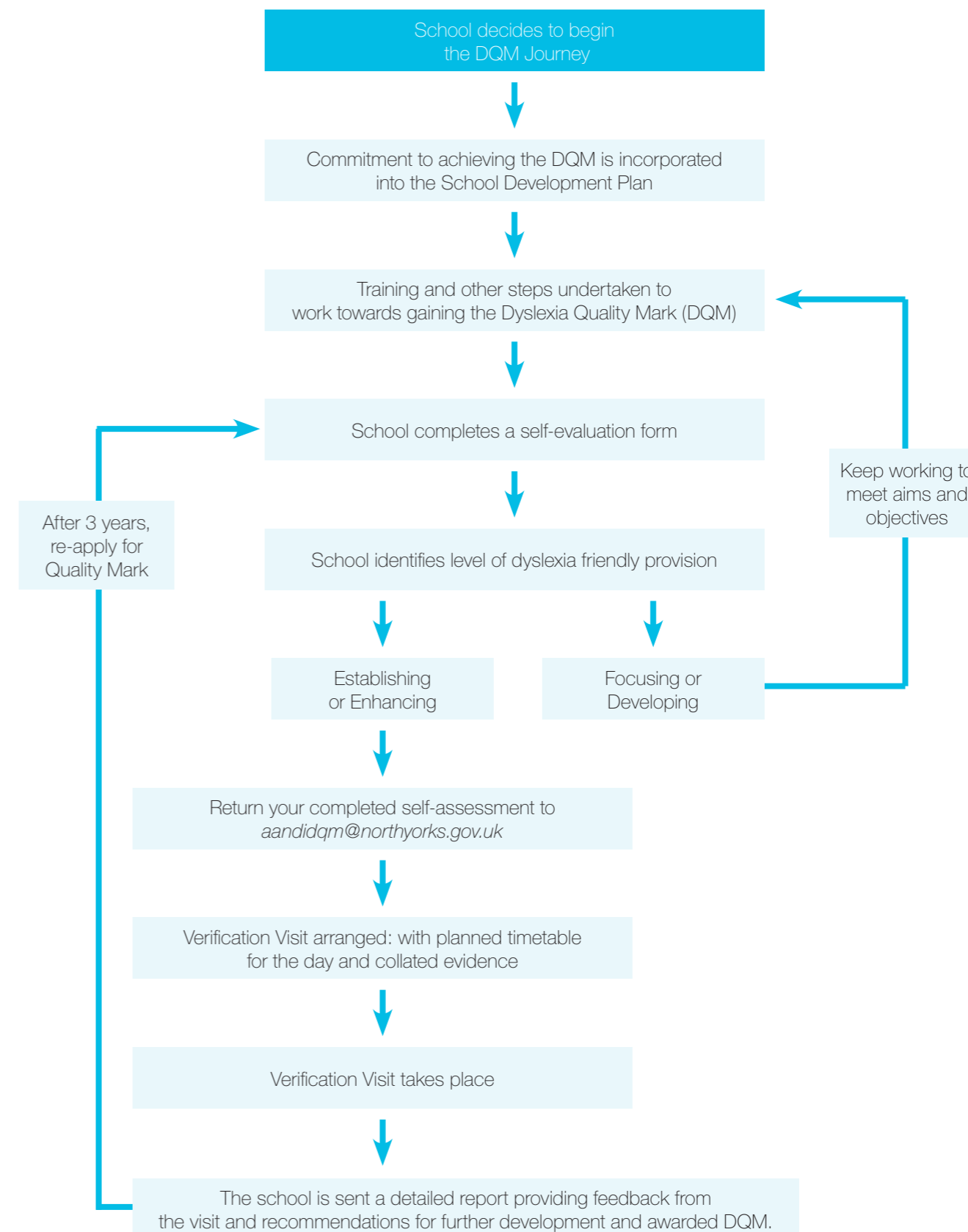
The DQM Journey

- The school decides to begin the DQM journey
- The school incorporates the aims and objectives of the DQM into the School Development Plan
- Training and other steps are undertaken to work towards gaining the quality mark
- The school completes a self-evaluation form. This should be completed by the SENCo and Head Teacher following an audit of practice of all staff in the school, to evaluate current practice against the standards. The forms are available on the Learning Net or by emailing aandidqm@northyorks.gov.uk. This section is also included in the Specific Learning Difficulties Guidance Document also available on the Learning Net.
- The self-evaluation form places schools at one of the four levels depending on their individual progress made in meeting a number of key objectives or statements:
 1. **'Focusing'** means the school is beginning to consider the work needed to become 'dyslexia friendly'
 2. **'Developing'** means work is beginning to take place within the school
 3. **'Established'** means that measures are being actively undertaken to meet the set objective
 4. **'Enhancing'** means the measures are fully embedded and the school has moved on to implement additional steps beyond the original objective
- To consider applying for verification **the school must be achieving at least at an 'established' level** of developing a 'dyslexia friendly' environment

How to achieve verification for the Dyslexia Quality Mark

- The school returns the completed self-assessment form to aandidqm@northyorks.gov.uk
- The school will then be contacted by a member of the Access and Inclusion team to arrange a verification visit. A letter of confirmation will then be sent to the school which will include a blank timetable allowing the school to plan the verification visit and will give details of the requirements for the day (including the evidence that will be required). This should be returned to aandidqm@northyorks.gov.uk
- The verification visit will take place to assess the school environment, speak to teachers, parents and children and young people and review the evidence
- The school will be sent a detailed report providing feedback from the visit and recommendations. The school should be constantly striving to improve practice and implement recommendations of the verification report
- If awarded verification, the school will receive a certificate

The DQM Journey



Standard 1: Leadership and Management

Roles and Responsibilities

Objectives

1. Intention to achieve Dyslexia Quality Mark is School Development Plan (SDP)
2. Whole school key policy documents provide guidelines for meeting the needs of children and young people with dyslexia
3. Roles and responsibilities of all personnel towards promoting 'dyslexia friendly' practice are recognised throughout the school
4. There is a plan for ongoing professional development to improve staff knowledge and understanding in relation to 'dyslexia friendly' status

Evidence

- a) 'Dyslexia friendly' provision is specifically referred to in relevant school policies.
- b) School development plan (SDP) sets out the intention of achieving DQM, action plan with timescales.
- c) Staff professional learning and development meeting minutes indicate regular update/training on dyslexia.
- d) Agenda and/or minutes of governor meetings indicate that information with regards to school 'dyslexia friendly' status is discussed.
- e) Performance management planning schedule highlights 'dyslexia friendly' training
- f) Continuing professional learning and development planning, training records, skills audit are linked to performance management targets.
- g) Provision maps, inclusion passports and tracking data are used to support the needs of children and young people and inform all staff on children and young people progress.
- h) Key workers/mentors used to liaise, track, update and 'champion' children and young people on the SEN register who are identified as having dyslexia.
- i) Staff handbook provides clear procedures for supporting individual needs.
- j) Self evaluation clearly demonstrates that the school has established 'dyslexia friendly' provision.

Inclusion-'Dyslexia Friendly' Schools

Standard 1: Leadership and Management – Roles and Responsibilities

Statements	Focusing	Developing	Establishing	Enhancing
<p>1. Intention to achieve Dyslexia Quality Mark in School Development Plan (SDP)</p>	<ul style="list-style-type: none"> ● A target towards achieving Dyslexia Quality Mark is included in the school development plan. ● Priorities for action have been identified in SDP. 	<ul style="list-style-type: none"> ● Self-evaluation grid has been used to audit provision for dyslexic children and young people. ● The professional development needs of the staff have been audited. ● Available resources are audited and catalogued at least annually. ● Children and young people progress ion tracking has been analysed to identify children and young people with additional needs. ● A provision map has been devised and is in use to show needs and available provision. 	<ul style="list-style-type: none"> ● A plan is in place defining objectives, timescales and resources leading towards the inclusion of all children and young people. ● Aspirations towards a 'dyslexia friendly' school are evident in the school ethos and in the policy documentation. 	<ul style="list-style-type: none"> ● The action plan for the 'dyslexia friendly' school forms part of the cycle of planning for school improvement.

Standard 1: Leadership and Management – Roles and Responsibilities (continued)

Statements	Focusing	Developing	Establishing	Enhancing
<p>2. Whole school key policy documents provide guidelines for meeting the needs of children and young people with dyslexia</p>	<ul style="list-style-type: none"> The school intends to redraft its policies to ensure that reference is made to inclusive 'dyslexia friendly' provision. 	<ul style="list-style-type: none"> School policies are currently being redrafted to ensure reference is made to 'dyslexia friendly' provision. 	<ul style="list-style-type: none"> School policies make reference to inclusion and ensure 'dyslexia friendly' provision. The senior leadership team ensures that all practice promotes the 'dyslexia friendly' ethos. 	<ul style="list-style-type: none"> The school reviews policies annually. The SLT ensures that all practice reflects the 'dyslexia friendly' policy which is continually being evaluated and developed.

Standard 1: Leadership and Management – Roles and Responsibilities

Statements	Focusing	Developing	Establishing	Enhancing
<p>3. Roles and responsibilities of all personnel towards promoting 'dyslexia friendly' practice are recognised throughout the school</p>	<ul style="list-style-type: none"> The SENCo has delegated responsibility for the operational coordination of provision for dyslexia. The Head teacher, SLT and governors encourage all staff are proactive in implementing and promoting inclusive, 'dyslexia friendly' practice. The governors are made aware that targets have been set to achieve dyslexia quality mark in school development plan. 	<ul style="list-style-type: none"> The school has a graduated approach with regard to the identification and support of children and young people with dyslexia. At least one training session in dyslexia awareness has been provided for all staff. The majority of the teachers recognise their role as teachers of children and young people with dyslexia and take responsibility for planning and teaching that takes account of individual children and young people' needs. 	<ul style="list-style-type: none"> Resources used in school promote positive images of successful individuals with dyslexia. The SENCo and SLT can demonstrate the impact of the provision for children and young people with dyslexia. All teachers recognise their role as teachers of children and young people with dyslexia and increasingly, take responsibility for action planning, monitoring and review. Classroom settings reflect an ongoing commitment to developing an inclusive environment. An appropriately qualified lead teacher provides advice and training for colleagues on dyslexia. 	<ul style="list-style-type: none"> Arrangements for monitoring the experiences of children and young people with dyslexia are embedded in school systems. All staff consider it their responsibility to provide effective teaching and learning for children and young people with dyslexia and to take account of children and young people diversity and individual need. The governing body has an established process for evaluating and reporting on the impact of the school's inclusion policies and development plan.

Standard 1: Leadership and Management – Roles and Responsibilities (continued)

Statements	Focusing	Developing	Establishing	Enhancing
		<ul style="list-style-type: none"> The governing body seeks regular reports on the effectiveness of provision for children and young people with dyslexia. The Head teacher, SLT and governors challenge and ensure all staff are proactive in implementing and promoting inclusive, 'dyslexia friendly' practice. 	<ul style="list-style-type: none"> The SENCo monitors the quality of teaching and evaluates the outcomes for children and young people with dyslexia. The governing body evaluates the outcomes of the school improvement plan relating to provision for dyslexia. Governors, parents and all non-teaching staff are invited to attend school training in dyslexia. Strategies are in place to ensure the smooth implementation of 'dyslexia friendly' measures across the whole school and all work closely together to ensure this improves year on year. 	<ul style="list-style-type: none"> The School has identified key workers responsible for mentoring, tracking, liaising and championing the children and young people with dyslexia. The SENCo or other identified member of staff strategically monitors and reports on the impact of wave 2 and 3 provision. Case studies are written for any children and young people with dyslexia who fails to make good progress. Specific role of SEN Governor to monitor 'children and young people with dyslexia'.

Standard 1: Leadership and Management – Roles and Responsibilities

Statements	Focusing	Developing	Establishing	Enhancing
<p>4. There is a plan for ongoing professional development to improve staff knowledge and understanding in relation to 'dyslexia friendly' status</p>	<ul style="list-style-type: none"> Information about training on dyslexia is made available to all staff. Staff are aware of the NYCC guidelines on 'dyslexia friendly' teaching. Staff are able to request support in improving their practice. SENCo has accessed the IDP for dyslexia and undertaken the audit of need. 	<ul style="list-style-type: none"> All staff are encouraged to attend courses on dyslexia. There is a systematic process for identifying the professional learning and development (PLD) needs of all staff in relation to dyslexia. All staff have copies of and training in, guidelines for 'dyslexia friendly' teaching. Information from the monitoring process on the quality of teaching and learning is used to target support for teachers and teaching assistants (TAs). All staff have undergone self-evaluation of practice e.g. Inclusion Development Programme (IDP). 	<ul style="list-style-type: none"> A continuing professional learning and development policy and planned programme exists which shows commitment to providing ongoing training for dyslexia. Procedures are in place for a rolling programme for newly qualified teachers and new staff to receive appropriate training in meeting the needs of children and young people with dyslexia. The performance management process is used to identify individual staff needs in relation to provision of children and young people with dyslexia. The SENCo or lead teacher regularly arranges and/or leads training for staff on dyslexia. 	<ul style="list-style-type: none"> There is at least one member of the teaching staff with an appropriate and regularly updated qualification in dyslexia. The professional development programme systematically develops staff effectiveness in overcoming barriers to learning for children and young people with dyslexia through peer coaching, team teaching and advice on strategies, resources etc. There is a planned PLD programme for all staff that supports inclusion priorities identified in the school improvement plan.

Standard 1: Leadership and Management – Roles and Responsibilities (continued)

Statements	Focusing	Developing	Establishing	Enhancing
		<ul style="list-style-type: none"> All staff have self audited their skills using the IDP materials to enhance knowledge and understanding as identified on the audit of need. 	<ul style="list-style-type: none"> Systematic dissemination of the most effective teaching approaches for children and young people with dyslexia is planned into the staff performance management cycle. The support provided for staff is tightly targeted and regularly updated. Teaching Assistants are proactively included in all training opportunities. They are given non-contact time to give them time to liaise with staff and prepare materials. All elements of the IDP are reflected in school policy and classroom practice. 	

Standard 2: Quality of Teaching and Learning

Objectives

1. Whole school assessment systems are used to identify and monitor children and young people with dyslexia
2. The progress and targets of children and young people identified with dyslexia are closely monitored and evaluated regularly
3. Underpinning knowledge of dyslexia is embedded in teaching styles and approaches
4. Curriculum planning is well matched to the needs of all children and young people, including those with dyslexia

Evidence

- a) Assessment data, assessing children and young people progress tracking is up to date and children and young people not making good progress have been identified
- b) Provision maps/inclusion passports/IEPs are available and clearly monitored and evaluated at least every term
- c) Observations of classroom environments provide evidence of teacher awareness of the range of learning styles
- d) There is evidence of differentiation, learning styles, multi-sensory teaching in teacher planning documents
- e) Use of additional support has been planned including time for liaison
- f) There is an audit of assessment materials available for class teachers. SENCo and specialist teachers
- g) Children and young people self-esteem ratings are taken into account in planning groups and settings
- h) Children and young people pen portraits are used to evaluate the effectiveness of intervention pathways
- i) Observed use of ICT throughout the school
- j) There are logs / minutes of parents meetings
- k) Children and young people views are sought with regard to evaluate individual progress and decide on next steps in their learning

Inclusion-'Dyslexia Friendly' Schools
Standard 2: Quality of Teaching and Learning

Statements	Focusing	Developing	Establishing	Enhancing
<p>1. Whole school assessment systems are used to identify and monitor children and young people with dyslexia</p>	<ul style="list-style-type: none"> ● Whole school assessments are in place and children and young people who are not making expected progress are identified. ● There is a whole school system by which teachers identify potential dyslexia in children and young people through their response to everyday classroom teaching. 	<ul style="list-style-type: none"> ● Assessments systems are in place and individual needs of children and young people with possible characteristics of dyslexia are identified. ● Teachers identify possible signs of dyslexia in children and young people through working in close collaboration with SENCo and parents/carers, using checklists of indicators. 	<ul style="list-style-type: none"> ● Whole school assessment systems are used to identify, track and monitor children and young people with dyslexia. All staff are informed of the strengths, difficulties and progress of children and young people with dyslexia. ● There is an established system in place for early identification of dyslexia. ● Evidence is gathered from National Curriculum levels, checklists, parents/carers and a range of appropriate additional assessments. 	<ul style="list-style-type: none"> ● Whole school assessment systems are used to identify, monitor and inform provision for children and young people with dyslexia by all staff. ● Through inclusive teaching methodologies at wave 1, the school reduces to a minimum the number of children and young people who require additional specific targeted intervention for literacy. ● Clear criteria are in place, linked to assessment, to identify children and young people who do require such provision.

Standard 2: Quality of Teaching and Learning (continued)

Statements	Focusing	Developing	Establishing	Enhancing
		<ul style="list-style-type: none"> ● The SENCo coordinates assessment using a range of resources such as: <ol style="list-style-type: none"> 1. interviews with children and young people 2. information from parent/carers 3. classroom observations 4. assessment of underlying skills 5. assessment through teaching 6. standardised tests 	<ul style="list-style-type: none"> ● The assessment process is holistic and identifies the learner strengths as well as areas for development. ● Assessment involves parents/carers. ● The SENCo, lead teacher or appropriate teacher undertakes appropriate support including assessment of children and young people identified as potentially dyslexic. ● Assessment identifies environmental or access factors that may be hindering progress as well as identified with-in child / young person factors. ● The school allocates time for assessment to be undertaken. 	<ul style="list-style-type: none"> ● Systems are in place to identify areas where teaching, curriculum, teaching approaches or access arrangements may be creating difficulties. ● Self-esteem ratings are used to monitor levels of personal worth. ● Specialist assessment skills are being developed across the school with support and training provided by an appropriately qualified teacher.

Standard 2: Quality of Teaching and Learning

Statements	Focusing	Developing	Establishing	Enhancing
<p>2. The progress and targets of children and young people identified with dyslexia are closely monitored and evaluated regularly</p>	<ul style="list-style-type: none"> ● There is some discussion between class/subject teachers and SENCo on how to adapt curriculum plans to meet the needs of individual children and young people. ● Teachers regularly assess children and young people's level of attainment. ● There is support in place for children and young people with dyslexia based on identification of need. ● There is some differentiation, often by outcome. ● Staff prioritise the positive development of self-esteem. 	<ul style="list-style-type: none"> ● Teachers medium-term and short-term planning is sampled to support evidence of differentiation. ● Systems are in place to track the progress of identified children and young people with dyslexia. ● Provision for dyslexic children and young people is audited across the school in order to identify any gaps. ● Planning shows evidence of differentiation. ● Individual learning targets are discussed with children and young people. 	<ul style="list-style-type: none"> ● Children and young people tracking systems are in place to analyse the impact of provision for children and young people with dyslexia. ● Children and young people achievements outside school are known. ● There is a coherent system for auditing the needs of dyslexic children and young people across the curriculum. ● Children and young people are consulted as to their individual learning targets. 	<ul style="list-style-type: none"> ● Staff feel confident in meeting the needs of children and young people with dyslexia. ● There are opportunities for consultation with the SENCo, lead teacher and/or outside agencies to address the needs of children and young people with SplLD. ● Curriculum planning is matched to all children and young people needs. ● Assessment information is collated, interpreted and used systematically to inform teaching and access practices throughout the school.

Standard 2: Quality of Teaching and Learning (continued)

Statements	Focusing	Developing	Establishing	Enhancing
	<ul style="list-style-type: none"> ● Children and young people are informed of their learning targets. 			<ul style="list-style-type: none"> ● The impact of provision on the progress of children and young people with dyslexia is routinely monitored and assessed and recorded through the use of inclusion passports. ● If there are signs of differential achievement for children and young people with dyslexia within the school, explanations are sought and action is taken.

Standard 2: Quality of Teaching and Learning (continued)

Statements	Focusing	Developing	Establishing	Enhancing
				<ul style="list-style-type: none"> ● Children and young people views are sought and have impact on the setting of individual learning targets. ● Key workers for identified children with dyslexia ensure regular updating of inclusion passport (including their provision map). In so doing they liaise with the children and young people, parents, teachers and 'champion' for the child.

Standard 2: Quality of Teaching and Learning (continued)

Statements	Focusing	Developing	Establishing	Enhancing

Standard 2: Quality of Teaching and Learning

Statements	Focusing	Developing	Establishing	Enhancing
<p>3. Underpinning knowledge of dyslexia is embedded in teaching styles and approaches</p>	<ul style="list-style-type: none"> The school development plan (SDP) outlines how setting or streams will be reviewed to ensure children and young people are put into appropriate learning groups. There is evidence of some variety of teaching styles. 	<ul style="list-style-type: none"> Staff are aware of different teaching and learning styles to plan teaching appropriately. Staff are aware of the range of support and interventions that are available for children and young people with dyslexia. Children and young people work in a variety of groupings and have opportunities to work collaboratively in mixed ability groups. There is evidence that teachers use methods that enable children and young people with dyslexia to recognise their different learning styles and areas of strength. 	<ul style="list-style-type: none"> The SENCo, lead teacher or external agency provides advice to all staff on appropriate learning objectives, teaching styles and access strategies for children and young people with dyslexia. There are clearly defined classroom based intervention and support strategies. Pen portraits of all children and young people with dyslexia include teaching and learning strategies and are available to all staff including supply teachers. Multi-sensory teaching methods are embedded in teaching. 	<ul style="list-style-type: none"> Teachers use methods that enable children and young people with dyslexia to learn effectively by recognising their different learning styles. Teachers provide a differentiated approach to homework. Children and young people cognitive ability is taken into account in any setting or streaming system so that teaching presents children and young people with dyslexia with an appropriate cognitive challenge. Children and young people are actively encouraged to express what does not work for them and this is reflected in the teachers planning.

Standard 2: Quality of Teaching and Learning (continued)

Statements	Focusing	Developing	Establishing	Enhancing
<p>4 Curriculum planning is well matched to the needs of all children and young people, including those with dyslexia</p>	<ul style="list-style-type: none"> Curriculum planning takes account of children and young people' individual needs. Provision mapping for dyslexia accessible for staff. 	<ul style="list-style-type: none"> Teaching demonstrates children and young people differing learning styles. Provision maps are adapted to the needs of children and young people and wave 1 provision is displayed in classroom. 	<ul style="list-style-type: none"> Children and young people are supported and involved in developing individual strategies to promote independent learning. Children and young people have access to their own personal provision map and inclusion passport. 	<ul style="list-style-type: none"> Children and young people with dyslexia are confident in using a range of strategies to support independent learning. Children and young people contribute to the range of provision and strategies on the provision map for subject specific (secondary schools) or in-class at Wave 1.

Standard 3: Classroom Environment

Objectives

1. There is evidence that the classroom is 'dyslexia-friendly'
2. Appropriate use of ICT to promote independent learning and improve access to curriculum
3. Adaptations are made to examination and testing procedures to remove barriers to access where appropriate

Evidence

- a) Observations of a range of 'dyslexia friendly' strategies throughout the school
- b) Application of assessment of learning principles observed throughout the school
- c) Evidence of SEAL/self-esteem/nurture groups, etc
- d) Audit of resources and ICT- class packs, individual learning packs
- e) Records of discussions with staff, children and young people and parents
- f) Availability of e-learning
- g) Records of adaptations for access to exams/tests

Inclusion-'Dyslexia Friendly' Schools

Standard 3: Classroom Environment

Statements	Focusing	Developing	Establishing	Enhancing
<p>1. There is evidence that the classroom is 'dyslexia friendly'</p>	<ul style="list-style-type: none"> ● Staff are aware of the requirements of a 'dyslexia friendly' classroom (e.g. display, resources, and use of ICT). 	<ul style="list-style-type: none"> ● There is evidence that staff are developing 'dyslexia friendly' classrooms through their planning, organisation and differentiation. 	<ul style="list-style-type: none"> ● 'Dyslexia friendly' environments are evident in all classrooms and embedded in all practice. 	<ul style="list-style-type: none"> ● The impact of a 'dyslexia friendly' environment is reviewed and evaluated regularly.
<p>2. Appropriate use of ICT to promote independent learning and improve access to curriculum</p>	<ul style="list-style-type: none"> ● Staff understand a few basic uses of ICT to support children and young people with dyslexia. 	<ul style="list-style-type: none"> ● Staff are aware of the range of ICT applications to support children and young people with dyslexia and these are built into planning. ● The SENCo/lead teacher and ICT coordinator work together to identify action to increase staff confidence and skills in appropriate programmes. 	<ul style="list-style-type: none"> ● Staff routinely use ICT, where appropriate, to enable access to the curriculum for children and young people with dyslexic difficulties or SpLD. ● Assistive technology is used when appropriate. 	<ul style="list-style-type: none"> ● The use of ICT to raise attainment and enable access to the curriculum is reviewed and updated as appropriate.

Standard 3: Classroom Environment

Statements	Focusing	Developing	Establishing	Enhancing
<p>3. Access arrangements are considered / made for all examinations / testing</p>	<ul style="list-style-type: none"> ● Access arrangements are being considered / planned with staff. ● Adjustments for tests and exams are based on normal classroom practice for the children and young people with dyslexia. 	<ul style="list-style-type: none"> ● Access arrangements are planned to be available where appropriate. ● Resources are routinely committed to providing any support required throughout the year. 	<ul style="list-style-type: none"> ● Access arrangements are available where appropriate. The school seeks the support of others to obtain the necessary assessments. ● Children and young people have support where appropriate for internal tests and examinations. ● Children and young people have practice in using the appropriate access arrangement for external examinations. ● Access arrangements are available where appropriate. The school has a suitably qualified teacher to undertake specialist teacher assessments. 	<ul style="list-style-type: none"> ● Access arrangements are routinely used as normal classroom practice.

Standard 4: Partnership and Liaison

Objectives

1. Children and young people are involved in all aspects of school life
2. There is effective partnership working between all staff within school and between schools
3. There is effective partnership between school and parents/carers
4. There is effective partnership and liaison with appropriate outside agencies

Evidence

- a) The school provides a welcoming, friendly atmosphere for visitors, parents, staff and children and young people
- b) Notice-boards for parents and support information is available and easily accessible
- c) Records of consultation with children and young people showing review of progress / targets and discussion about provision (School Council)
- d) Records of consultations with parents / carers available
- e) Records of consultations with external agencies available
- f) Records of transition planning between schools
- g) Planned time for class teacher / support staff liaison in timetable

**Inclusion-'Dyslexia Friendly' Schools
Standard 4: Partnership and Liaison**

Statements	Focusing	Developing	Establishing	Enhancing
<p>1. Children and young people are involved in all aspects of school life</p>	<ul style="list-style-type: none"> ● Individual learning targets are discussed with children and young people. ● Awareness of dyslexia is raised amongst peers. ● Awareness of need to include child / young person's views with regard to school assessment ● Awareness of assessment for learning principles (AfL) 	<ul style="list-style-type: none"> ● Children and young people are involved in evaluating and identifying their own learning targets and ways of achieving targets. ● Children and young people are involved in understanding their dyslexia and value their achievements. ● A 'can do' culture is promoted. ● Positive role models are provided for all children and young people. ● Children and young people perceptions of their progress and how they are supported is sought. 	<ul style="list-style-type: none"> ● The learner 'owns' their targets and is regularly involved in monitoring progress, via the inclusion passport review. ● Children and young people are consulted as to their individual learning targets. ● There is help with behavioural and emotional issues ● Children and young people are involved in their own review meetings ● Assessment for learning principles (AfL) embedded across school 	<ul style="list-style-type: none"> ● Key workers ensure that children and young people's views are sought and have impact on the setting of individual learning targets. ● Children and young people are consulted and participate in all aspects of school life (e.g. school councils). ● Children and young people are partners in decision-making in all areas of school life. ● All children and young people understand how well they are doing and what strategies and support work most effectively for them.

Standard 4: Partnership and Liaison (continued)

Statements	Focusing	Developing	Establishing	Enhancing
		<ul style="list-style-type: none"> ● There is some evidence of assessment for learning (AfL) in all classrooms. ● Children and young people's views are sought with regard to identified issues in school 	<ul style="list-style-type: none"> ● Assessment for learning principles being established across school 	<ul style="list-style-type: none"> ● The school evaluates and monitors the effectiveness of its arrangements for transition and transfer. ● There is evaluated evidence that dyslexic children and young people successfully build on their achievements in different class groups and key stages.

Standard 4: Partnership and Liaison

Statements	Focusing	Developing	Establishing	Enhancing
<p>2. There is effective partnership working between all staff within school and between schools</p>	<ul style="list-style-type: none"> The SENCo or Head teacher ensures that appropriate records are passed on when the learners transfer between schools, settings and key stages. Statutory requirements and timelines for annual and transition reviews are met. 	<ul style="list-style-type: none"> Cross-phase transition for dyslexic children and young people is supported by a joint planning meeting that involves the child / young person. Governors have access to dyslexia awareness training. 	<ul style="list-style-type: none"> Previous school records are taken into account and appropriate support provided. Teachers liaise at transfer between classes/key stages to ensure information is passed on and continuity of provision is maintained. The school works actively with partner schools to ensure effective transition and induction arrangements. Non teaching staff are actively encouraged to access dyslexia awareness training. Inclusion passports are transferred between classes and points of transition, especially at Secondary transfer. 	<ul style="list-style-type: none"> Parents/carers are invited to contribute to the process of assessment, target setting and review for children and young people with dyslexia as equal partners. The school has effective procedures to resolve complaints effectively. Parents/carers are equal partners and are actively involved in workshops and support groups.

Standard 4: Partnership and Liaison (continued)

Statements	Focusing	Developing	Establishing	Enhancing
<p>3. There is effective partnership between school and parents/ carers</p>	<ul style="list-style-type: none"> Parents and carers are provided with all information about their child / young person's achievements, progress and targets. 	<ul style="list-style-type: none"> Parents/carers are invited to contribute information about their child / young person's abilities, interests, progress and perceptions of school. Parents/carers are supported in accessing a range of information about dyslexia. The school has a process in place for notifying parents/ carers of concerns at an early stage and listens actively to the concerns of parents/ carers All parents/carers concerns are appropriately logged and recorded. 	<ul style="list-style-type: none"> Parents/carers views about their child / young person's progress are routinely sought and valued. Identification of dyslexia is discussed sensitively with due regard for the feelings of parents/ carers. Parents/carers are invited to be involved in agreeing appropriate targets for their child / young person and in evaluating progress. Parents/carers are invited into school to attend workshops and support groups. Parents/carers have access to a range of 'help' leaflets on how to support their child/young people. 	<ul style="list-style-type: none"> Parents/carers may contribute to the process of assessment, target setting and review for children and young people with dyslexia as equal partners, via the children and young people' key worker. The school has effective procedures to resolve complaints effectively. Parents/carers are equal partners and are actively involved in workshops and support groups.

Standard 4: Partnership and Liaison

Statements	Focusing	Developing	Establishing	Enhancing
<p>4. There is effective partnership and liaison with appropriate outside agencies</p>	<ul style="list-style-type: none"> School staff are aware of the need to involve outside agencies. Schools are aware of the range of outside agencies that can potentially be drawn on for support. 	<ul style="list-style-type: none"> The school proactively liaises with external agencies (e.g. multi-agency meetings). 	<ul style="list-style-type: none"> All agencies work together to achieve mutually agreed targets. 	<ul style="list-style-type: none"> Internal audits of provision recognise updates and changes in agencies.

This completed form should be submitted to aandidqm@northyorks.gov.uk when requesting a verification visit.

School Name:

DQM Standards

Please tick where appropriate

Standard 1 Leadership & Management Roles & Responsibilities	Focusing	Developing	Establishing	Enhancing	Nature and location of evidence	Date
Intention to achieve Dyslexia Quality Mark in School Development Plan (SDP)						
Whole school key policy documents provide guidelines for meeting the needs of children and young people with dyslexia						
Roles and responsibilities of all personnel towards promoting 'dyslexia friendly' practice are recognised throughout the school						
There is a plan for ongoing professional development to improve staff knowledge and understanding in relation to 'dyslexia friendly' status						

Please tick where appropriate

Standard 2: Quality of Teaching and Learning	Focusing	Developing	Establishing	Enhancing	Nature and location of evidence	Date
Whole school assessment systems are used to identify and monitor children and young people with dyslexia						
The progress and targets of children and young people identified with dyslexia are closely monitored and evaluated regularly						
Underpinning knowledge of dyslexia is embedded in teaching styles and approaches						
Curriculum planning is well matched to the needs of all children and young people, including those with dyslexia						

Please tick where appropriate

Standard 3: Classroom Environment	Focusing	Developing	Establishing	Enhancing	Nature and location of evidence	Date
There is evidence that the classroom is dyslexia-friendly						
Appropriate use of ICT to promote independent learning and improve access to curriculum						
Access arrangements are considered for all examinations and tests						

Please tick where appropriate

Standard 4: Partnership & Liaison	Focusing	Developing	Establishing	Enhancing	Nature and location of evidence	Date
Children/young people are involved in all aspects of school life						
There is effective partnership working between all staff within school and between schools						
There is effective partnership between school and parents/ carers						
There is effective partnership and liaison with appropriate outside agencies						

North Yorkshire County Council

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North Yorkshire
DL7 8AD

Contact us in the following ways...

By telephone: Our Customer Service Centre is open:
Monday - Friday 8.30am - 6.00pm and Saturday 9.00am - 12.00pm
Call: 0845 8727374

By email: aandidqm@northyorks.gov.uk

or you can access all North Yorkshire County Council
information online at: www.northyorks.gov.uk

If you would like this information in another language or
format such as Braille, large print or audio, please ask us.



اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla,
w wersji dużym drukiem lub audió, prosimy się z nami skontaktować.

Tel: 01609 532917 Email: communications@northyorks.gov.uk