

Inclusive, Dyslexia Friendly Schools Quality Mark

School	Date of reaccreditation	Assessors
Pensans Community Primary School	Wednesday, 8 th November 2017	Morag Hudson Dyslexia Cornwall Delia Hazell Dyslexia Cornwall Jo Davidson CC Cognition and Learning Service

The assessors spent one morning in the school. They based their judgements on concrete evidence, a tour of the school, observations of small groups, key stage 1 and 2 classes and discussions with the following people:

- Angela Clay, Headteacher
- Sarah Trow, Deputy Headteacher/EOS SLE/Maths Leader
- Jo Atkinson, SENDCO
- Claire Collins, Dyslexia Champion
- Shona Pye, Virtues co-ordinator and parent
- Class teachers
- Teaching Assistants
- Students (KS1 and KS2)
- Parents

Everything below is based on the evidence gathered on 08.11.17 and should be read in conjunction with the school's application.

Pensans Community Primary School is an Inclusive, Dyslexia Friendly School.

The following was evident:

- Pensans Community Primary School has a warm, nurturing and positive atmosphere; this is consistent across the whole school. This is an additional reason to celebrate as Pensans is a larger than average primary school in an area of considerable deprivation. Staff, governors and parents work hard together to establish a sense of community.
- On entry to the school, the assessors felt welcomed and Mrs Oliver was particularly warm and friendly. The reception area is bright and airy and the special topic books are an engaging, positive focus

- The senior leadership team recognises the importance of SEND; the SEND department is clearly defined and well-staffed (e.g. SENDCO, Dyslexia Champion, Autism Champion, 6 Thrive practitioners, PSAs, speech and language TAs etc.) The team work well together and schedule meetings weekly to discuss vulnerable children
- The SENDCO is incredibly efficient, caring and approachable. Parents expressed that she listened to them and made them feel welcome during meetings
- The Dyslexia Champion is clearly well-qualified and has a wealth of experience. She is an asset to the school. Her knowledge is used effectively to support a range of children. The Dyslexia Champion has designated time in which to carry out her role
- The 'immersive learning' curriculum is evident throughout the school; classrooms were consistently 'dressed' to a very high standard, according to the current topic.
- The library was a particularly engaging room and Mrs Crummay has taken great pride in making it a calm, vibrant, accessible environment
- Teachers and TAs show an incredible sense of commitment and creativity in relation to the 'immersive learning' curriculum. This curriculum, alongside the introduction of the virtues ethos, ensures that positive self-esteem is developed and promoted
- The development of the virtues has been well supported by Mrs Pye (Virtues coordinator and parent), who spoke passionately about the impact the virtues have had on the children
- There is a very strong inclusive ethos in the school which benefits and supports all children but in particular those children with additional needs
- When the Dyslexia Cornwall assessors spoke with parents, the majority of the comments were positive. Parents felt well supported by the SENCO and other staff members
- It was clear to see that dyslexia-friendly strategies occur as part of daily whole school practice
- The Chair of Governors is a key figure in the community and this helps to ensure that Pensans is a focal point locally
- Learners have well established behaviours for learning; this was evident both in and outside of the classrooms. The 'Virtues' culture is thoroughly embedded across the school. There was a consistently positive atmosphere in classrooms and learners were engaged in their tasks across the school.
- There are high expectations for all learners, including those with SEND
- Staff understand and know their children; they are keen to identify learning styles that suit individual learners. Staff have identified transition as being an issue for more vulnerable children. In response, strategies have been put in place right the way through the school to support these children
- The role of teaching assistants is high profile. Specific planning and assessment time is scheduled with teaching staff and teaching assistants

Please read the table below in conjunction with the application for the quality mark.

Indicators that have been adjusted are in bold and colour. **Green** is used where it was felt the indicator had moved along and **blue** is used where it was felt the indicator needed to go back for further consideration.

Standard One: The Inclusive, Dyslexia Friendly School

a. Leadership and management

Indicator	Focusing, developing, established, enhancing
1. The <u>school mission statement</u> and school policies make reference to inclusion, accessibility and the celebration of diversity. They refer to aspiration, achievement and outcomes for all learners and young people	Enhancing
2. In the <u>SEN Information Report</u> , the school explicitly describes the support given to learners with dyslexia.	Established
3. The <u>school improvement plan (SIP)</u> includes targets re achieving the Inclusive Dyslexia Friendly School Quality Mark.	Established
4. The Headteacher, SLT and governors expect <u>all staff to be proactive</u> in implementing and promoting inclusive, dyslexia friendly practice.	Enhancing
5. Learners with dyslexia are <u>supported pastorally</u> as well as academically.	Enhancing
6. <u>Parents, pupils and governors</u> have been proactively involved in the IDFS initiative.	Established
7. <u>TAs are valued members</u> of the school and all are supported in applying inclusive, dyslexia friendly strategies. TAs have a range of specialisms including the <u>Dyslexia Champion role</u> .	Enhancing
8. <u>Resources (including human resources)</u> are allocated to ensure effective implementation of the IDFS initiative.	Established
9. <u>Transition from phase to phase</u> is seamless and a positive experience for learners.	Enhancing

b. Training

1. The school provides all staff with opportunities to participate in <u>online training</u> , for example the Inclusion Development Programme or SpLD Trust training.	Established
2. All teaching and support staff have undergone <u>Inclusive, Dyslexia Friendly Schools training</u> .	Enhancing
3. An <u>information pack</u> re the inclusion of learners with dyslexia is available to all staff and governors.	Enhancing
4. All new staff have an IDFS <u>induction programme</u> .	Established
5. All <u>governors are given IDFS training</u> and understand the 'assess, plan, do, review' cycle in place for learners with dyslexia.	Developing
6. A key member of staff (primary - per cluster of schools) has a <u>nationally accredited 'dyslexia' qualification</u> .	Established

Standard Two: Teaching and Learning

a. Assessment and planning

1. <u>Whole school tracking systems</u> are used to identify, track and monitor learners with dyslexia.	Enhancing
2. <u>Identified learners are individually assessed</u> using a range of assessment tools, e.g. DST, Lucid, standardised tests, school data and the outcomes are used to inform all provision.	Enhancing
3. All <u>staff understand and act on the needs of learners</u> with dyslexia, and know where to go for additional advice and support.	Enhancing
4. Learners with dyslexia have an <u>IEP, single page profile, provision plan (or equivalent)</u> with clearly stated SMART targets and strategies for staff to break down barriers to achievement.	Enhancing
5. <u>Teachers and TAs use IEPs, single page profiles, provision plans (or equivalent)</u> in their joint planning	Enhancing
6. <u>Individual or small group intervention is available where appropriate</u> . It is evaluated through pre and post intervention data. The class-teacher is involved in identifying the learning objectives and ensures learnt skills are reinforced in mainstream classroom practice.	Enhancing
7. <u>Special test/ examination arrangements</u> are made available where appropriate. Skills (i.e. dictation) are taught and practiced in all school tests and examinations.	Enhancing

b. Teaching and learning

1. <u>Self-esteem is improved</u> by valuing individual diversity, building on strengths, ensuring and praising success, facilitating peer understanding and support.	Enhancing
2. <u>Learners are grouped appropriately</u> according to both the cognitive and literacy ability of the pupil.	Enhancing
3. Teachers use appropriate <u>multi-sensory teaching styles</u> . Learners learn in a multi-sensory way and use a variety of methods to record their learning.	Enhancing
4. <u>Work is marked for success with limited spelling correction</u> . It focuses on content and identifies points for improvement.	Enhancing
5. Strategies are in place to ensure that <u>homework</u> is differentiated, understood and achievable.	Enhancing
6. <u>The school provides mentors</u> , peer buddies, counsellors etc where appropriate.	Enhancing

c. The school/classroom environment and resources

1. The <u>physical environment</u> of the school is uplifting, inclusive and 'dyslexia friendly'.	Established
2. <u>Resources and adult support</u> are used to ensure independence.	Enhancing
3. Resources are <u>appropriately positioned</u> and clearly labelled with pictures as well as words	Enhancing
4. <u>IT is used effectively by staff</u> to enhance learners learning.	Enhancing
5. <u>Learners have access to computers</u> in all learning environments.	Enhancing
6. <u>Text-reading software</u> is available across the school.	Established
7. <u>Voice recognition software</u> is available for those learners who have difficulty recording text.	Established
8. <u>Alternatives to copying</u> from the board are used.	Enhancing
9. An <u>accessible font</u> is used and <u>pastel colours</u> available as appropriate for worksheets, interactive whiteboard backgrounds etc. Coloured overlays are available to all.	Enhancing

10. A <u>'literacy chest' or equivalent</u> can be found in every classroom.	Established
11. A selection of high interest/ low reading age books are available in each classroom and/or school library.	Enhancing
12. <u>Key words and other literacy prompts</u> are displayed around the classroom.	Established

Standard Three: Partnership and liaison with parents or carers

1. <u>The school liaises with parents</u> re concerns about learners with dyslexia and develops a partnership approach.	Established
2. The school provides <u>parents with information about what screening tests</u> and assessments are used in school.	Enhancing
3. <u>Parents are given information on dyslexia and the provision the school is making for learners with dyslexia.</u> This includes the Code of Practice for Pupils with Special Educational Needs (or equivalent) and how it is implemented in school.	Established
4. The school <u>invites parents to help them review</u> their child's progress through an ongoing cycle of review meetings as outlined in the SEND Code of Practice.	Enhancing
5. <u>Parents are given information, through the SEN Information Report,</u> on dyslexia and the provision the school is making for learners with dyslexia.	Developing
6. The <u>school promotes an ongoing partnership with parents</u> to ensure effective learning at home and in school, whilst taking into account that some parents may themselves be dyslexic.	Established
7. Parents know where to go for help if <u>problems are not resolved.</u>	Enhancing
8. The school recognises the <u>difficulties homework can present to learners with dyslexia and to parents</u> (particularly if they are also dyslexic) and has a clear homework policy and makes information on homework readily available.	Established
9. The school recognises the difficulties exams present for learners with dyslexia and <u>parents are informed well before exams about any dispensations</u> that will be allowed.	Established
10. The school understands the <u>value of parental engagement</u> and is keen to include parental contributions and ideas in its planning for supporting learners with dyslexia.	Established

Standard Four: Working in Partnership with Children and Young People

1. The school ensures that pupils are involved in their learning. Teachers help learners to understand their dyslexia and value their achievements. Learners are supported in identifying their own learning strategies.	Established
2. Learners are offered help with emotional and behavioural issues from a variety of people within the school.	Established
3. The school finds out about pupil's interests, strengths and weaknesses and includes these in their IEP (or equivalent) and in planning.	Enhancing
4. Learners and young people have somewhere or someone to go to, if they need to	Established
5. The school works hard to raise awareness of dyslexia and SEND amongst peers, to remove the stigma and provide positive role models for all learners.	Developing
6. Learners are included in the decision-making process for exam concessions and are asked for feedback in order to improve provision of access arrangements.	Established

Overall, this equates to:

Standard:	Number of standards achieved in this area:	Percentage achieved:
Focusing	(0/56)	0%
Developing	(3/56)	5%
Established	(22/56)	40%
Enhancing	(31/56)	55%

Points for Consideration:

- Consider offering parent coffee sessions at alternative times to cater for working parents/carers
- Ensure that displays are dyslexia-friendly; consider displaying text in a clear accessible manner e.g. alongside 'tricky to read' fonts
- Ensure that staff and parents are aware of Dyslexia Cornwall and the services offered (i.e. via website, leaflets in reception area etc.)