

Inclusive, Dyslexia Friendly Schools Application Form

School and address Pensans CP School Madron Road Penzance Cornwall TR20 8UH		School telephone number 01736 363627 Link to school SEN Information Report http://www.pensansprimary.co.uk/website/special_educational_needs_sen/51004	
Name main contact Mrs Jo Atkinson	Role in school SENCO	Email address jatkinson@pensans.cornwall.sch.uk	
Date when attended IDFS training 18th&19th January 2017	Proposed date for accreditation 08.11.17	Date of accreditation if you already have the IDFS QM 2013	
		Proposed date for reaccreditation 08.11.17	

Non negotiables - Before applying for your IDFS accreditation you will need

- SEN information report (Children and Families Act 2014) YES-see Pensans School website
- Accessibility Plan (Equality Act 2010) YES-see Pensans School website
- To have delivered some IDFS whole school training YES-2 day training on 18th&19th January 2017 (updates for all staff)
- To have or have considered having a Dyslexia Champion YES-in place
- 75% of the standards at established or enhancing YES -see below

Focusing	Developing	Established/ embedded	Enhancing	TOTAL	% established /enhancing
0	5	21	30	56	91%

Inclusive, Dyslexia Friendly Schools

Standard One: The Inclusive, Dyslexia Friendly School

a. Leadership and Management

Indicator	Indicate whether focusing, developing, establishing or enhancing	What form is the evidence in?	Where can the evidence be found?
1. The <u>school mission statement</u> and school policies make reference to inclusion, accessibility and the celebration of diversity. It refers to aspiration, achievement and outcomes for all children and young people.	Enhancing The school regularly reviews this aspect of the mission statement and policies. The SLT ensures that all practice reflects the mission statement and is continually being evaluated and developed.	Pensans School has an Accessibility Plan, an SEN policy, Supporting Pupils with Medical Conditions policy, a Single Equality Scheme and a Mission Statement that ensures that the school is inclusive and embraces diversity, striving to enable every pupil to reach their full potential. In addition, the school has embedded the Virtues Curriculum to help teach about character. "A Community Empowered, Inspired and Aspirational. Vision - At Pensans all children are recognised and valued as individuals with unlimited potential. We will work together with parents and the community to achieve the best outcomes for our children so that they become; confident ambassadors for the school and positive members of our community who act with integrity for the good of all."	The school's website in the policies section and parent information.

<p>2. In the <u>SEN Information Report</u>, the school explicitly describes the support given to pupils with Dyslexia.</p>	<p>Established/embedded Senior Leaders monitor the use of Dyslexia-Friendly strategies in the classroom, as well as targeted individual or small group interventions, to ensure that pupils with dyslexia access outstanding teaching across the school and are making good progress.</p>	<p>Pensans CP School SEN Information Report contains the following explanation: <i>Cognition and Learning – Children causing concern in this area are assessed in the particular aspect, for example if dyslexia is a concern, a screening test (DST) is performed. The school is a Dyslexia Friendly School and all staff are aware of how to support children with these needs. Referral to the Educational Psychologist is made for further assessments when progress is a concern and and interventions have made little impact.</i> An overlay test is also performed in order to support children with their reading. Cream coloured paper is used wherever possible and screen projections used are a soft green or yellow where possible. Children with dyslexia are given addition support with spelling in the form of targeted programmes such as Toe by Toe, Nessy or additional phonics.</p>	<p>The School's website in the SEN section.</p>
<p>3. The <u>school improvement plan</u> includes targets re achieving the Inclusion - Dyslexia Friendly School Quality Mark.</p>	<p>Established/embedded The school improvement plan includes targets re achieving the IDFS Quality Mark. Disability Access plan in place.</p>	<p>Relevant parts on the SDP include: <i>b) Screen pupils for Dyslexia / Dyscalculia who are placed 'On Alert' for failing to reach age expected levels or for not achieving their targets in Literacy or Numeracy</i> <i>c) Class teachers to understand in greater depth how to overcome barriers in Maths and Literacy, thereby ensuring that needs are met and the IDFS Mark is fully implemented.</i></p>	<p>Full SDP in the Headteacher's Office.</p>
<p>4. The Headteacher, SLT and governors expect <u>all staff to be proactive</u> in implementing and promoting inclusive, dyslexia friendly practice.</p>	<p>Enhancing The Headteacher, SLT and governors ensure all staff to be proactive in developing improving, implementing and promoting inclusive, dyslexia friendly practice.</p>	<p>All staff receive INSET on various aspects of Inclusion through the year. SENCO/SLT monitors inclusion aspects in the classroom by carrying out audits, pupil conferencing and learning walks. Dyslexia Champion offers support to class teachers and TAs.</p>	<p>Audit forms. Monitoring grids. INSET documentation.</p>

<p>5. Pupils with dyslexia are <u>supported pastorally</u> as well as academically (any bullying addressed).</p>	<p>Enhancing The school runs and develops extra curricular activities to ensure that the pastoral needs of dyslexic pupils are met.</p>	<p>There are a range of enrichment activities available to all pupils on a termly basis - every effort is made to ensure that all needs are catered for. The school offers Thrive to address social and emotional issues and the Virtues Curriculum offers an holistic approach to character.</p>	<p>Enrichment activities. Thrive. Virtues Curriculum.</p>
<p>6. <u>Parents, pupils and governors</u> have been proactively involved in the IDFS initiative.</p>	<p>Developing Parents, pupils and governors are to be invited to training re dyslexia and the IDFS steering group. They are informed about the provision that is made.</p>	<p>This is an area that needs to be developed. There are people in all groups who have had some input into the IDFS, but parent representatives on the steering group have not yet been appointed.</p>	<p>To be appointed.</p>
<p>7. TA's are valued members of the school and are supported in applying dyslexia friendly support strategies. TAs have a range of specialisms including a <u>Dyslexia Champion</u> role</p>	<p>Enhancing The SLT value specialist roles for support staff and are fully committed to the role of Dyslexia Champion. There is clear line management and autonomy within the role. The Dyslexia Champion works closely with parents, teachers and pupils and has enough dedicated time to undertake the role comprehensively.</p>	<p>The school has a Dyslexia Champion, and Autism Champion, a Speech and Language specialist and 3 Thrive practitioners who are all TAs. All are line managed by the SENCO, who is line managed by the Deputy Headteacher. The librarian has a wide range of experience with speech and language strategies and has developed a quality selection of books that are suitable for children with dyslexia. The dyslexia champion works closely with parents and staff and is given allocated time to fulfil the role.</p>	<p>Staffing structure, job descriptions and TA timetables.</p>
<p>8. <u>Resources (including human resources)</u> are allocated to ensure effective implementation of the IDFS initiative (targeted resources are linked to measurable outcomes).</p>	<p>Established/embedded Part of budget is specifically assigned to IDFS targets on the school development plan.</p>	<p>Any resources needed for the maintenance and development of IDFS is incorporated in the SEN budget.</p>	<p>SEN budget line on accounts.</p>

<p>9. <u>Transition from phase to phase</u> is seamless and a positive experience for pupils.</p>	<p>Enhancing Strategies are in place to ensure a smooth transition and the different phases are working closely together to ensure this improves year on year.</p>	<p>Classes partner each other in various planned activities through out the year. All classes take part in whole school assemblies and at lunchtimes children share playtime. Prefects and Virtues Ambassadors support all classes and children are encouraged to see the headteacher for good work and Virtues cards. On a regular basis children are awarded Virtues cards for when they demonstrate a particular virtue for example 'Patience' or 'determination' when something is hard and they keep trying. In the last half of the summer term, extended transition occurs for all children through a range of age related activities. For more vulnerable children, communication passports are created and photo scrapbooks are used to support their transition to their new surroundings. All data is stored centrally on the school's secure information management system in order to ensure that all relevant staff have access to information about specific children. Thrive practitioners provide additional support from one phase to the next.</p>	<p>SEN policy on the school's website.</p>
--	---	---	--

b. Training

<p>1. The school provides staff with opportunities to participate in <u>online training</u>, for example with the SpLD Trust.</p>	<p>Established/embedded Online training is being used as a PD tool to access resources and information. Staff use it according to need and its impact is being monitored.</p>	<p>SENCO and Dyslexia Champion are aware of a variety of links and actively use and recommend. Some staff already use MINDEd since it was introduced last year. Resources and activities are frequently sought out by all teachers online in order to support individual needs.</p>	<p>INSET timetable. Online resources.</p>
<p>2. All teaching and support staff have undergone <u>Inclusive, Dyslexia Friendly Schools training</u>.</p>	<p>Established/embedded All teaching and support staff have undergone IDFS training.</p>	<p>The SENCO and KS1 teacher completed the 2 dat training. The Dyslexia Champion and SENCO have completed the working memory and phonological awareness training. All staff had inclusion training as an INSET by the Cognition and Learning team.</p>	<p>CPD log. Course resources and notes.</p>

<p>3. An <u>information pack</u> re the inclusion of children with dyslexia is available to all.</p>	<p>Enhancing All staff have a pack which is regularly reviewed and updated</p>	<p>All teaching staff have been issued with a dyslexia pack, put together by the Dyslexia Champion.</p>	<p>In each class.</p>
<p>4. All new staff have an <u>IDFS induction programme.</u></p>	<p>Established/embedded An induction programme is in place and used with all new staff.</p>	<p>All new staff have a briefing with the SENCO about provisions for children with SEN and this will extend to IDFS once SENCO has had full training. The Dyslexia Champion meets to discuss class strategies and policy.</p>	<p>Induction checklist and pack.</p>
<p>5. <u>All governors are given Inclusive dyslexia friendly training</u> and understand the assessment, provision and review procedures in place for pupils with dyslexia.</p>	<p>Developing All governors are encouraged to attend dyslexia friendly training and understand the assessment, provision and review procedures in place for pupils with dyslexia. They give the IDFS initiative their support.</p>	<p>The SENCO regular reports to governors on various aspects of SEN. Once full training is completed, the SENCO will provide information and the opportunity to conference children and staff about their experiences of IDFS.</p>	<p>Governor minutes.</p>
<p>6. A key member of staff (primary - per cluster of schools) has a <u>nationally accredited 'dyslexia' qualification.</u></p>	<p>Established/embedded A named person with a 'dyslexia' qualification is in place. They support other staff and pupils to ensure a DFS.</p>	<p>The school has a named Dyslexia Champion, who has achieved the accreditation and also has further qualifications in supporting children with dyslexia. Their role is becoming more involved across the school.</p>	<p>In person.</p>

Standard Two: Teaching and Learning

a. Assessment and planning

<p>1. <u>Whole school assessment systems</u> are used to identify, track and monitor pupils with dyslexia.</p>	<p>Enhancing Whole school assessment systems are used to identify, track, monitor and inform provision for pupils with dyslexia by all staff.</p>	<p>The DST is used by the Dyslexia Champion and the SENCO to identify children on the continuum of need. This information is used in the graduated approach to meet the children's needs. Children are reassessed in 2 years if required to ensure that needs are met as fully as possible. Whole school assessment data is collected and monitored every half-term. Any dips in data are investigated by SLT and appropriate actions put in place for provision and practice.</p>	<p>Whole school data management system. Half-termly data reports. DST scores and reports. Assess, Plan, Do, Review cycles.</p>
<p>2. <u>Identified pupils are individually assessed</u> and the outcomes are used to inform all provision.</p>	<p>Enhancing All staff know and understand the screening test used. The test is used diagnostically and staff use the results to inform the provision they make. Provision made is based on access to results for screening tests and other data.</p>	<p>All teachers get a copy of the DST report and the outcomes form part of the graduated approach.</p>	<p>DST reports. A,P,D,R cycles. IEPs.</p>
<p>3. <u>All staff understand and act on the needs of pupils with dyslexia</u>, and know where to go for additional advice and support.</p>	<p>Enhancing All staff understand and act on the needs of pupils with dyslexia. They attend training to advance the above. Staff are challenged if their practice is not dyslexia friendly.</p>	<p>The SENCO and Dyslexia Champion provide staff with information on provision for dyslexia. The SENCO regularly monitors provision through inclusion audits and SEN monitoring visits.</p>	<p>Inclusion audits. SEN monitoring paperwork.</p>

<p>4. Pupils with dyslexia have a <u>single page profile, provision plan (or equivalent)</u> with clearly stated SMART targets and strategies for staff to break down barriers to achievement.</p>	<p>Enhancing Pupils with dyslexia have a single page profile, provision plan(or equivalent) which enables staff to break down barriers to achievement. This is reviewed on a regular basis taking parent and pupil views into consideration.</p>	<p>Every pupil on the Record of Need has an Assess, Plan, Do, Review cycle at least termly as a part of the graduated approach for SEN. The review takes place with parents and takes into account the views of the young person. An IEP is created from this, with specific targets to achieve.</p>	<p>A,P,D,R cycles. IEPs.</p>
<p>5. Teachers and TAs use <u>single page profile, provision plan (or equivalent)</u> in their joint planning.</p>	<p>Established/embedded Teachers and TAs work closely together to ensure that the single page profile, provision plan (or equivalent) is implemented successfully.</p>	<p>The SENCO and Dyslexia Champion provide staff with information on provision for dyslexia. Teachers work with their TAs to ensure that targets for pupils with SEN can be achieved.</p>	<p>A,P,D,R cycles. IEPs.</p>
<p>6. <u>Individual or small group provision is available</u> where appropriate, is evaluated through data. The class-teacher is aware of the shared learning objectives which are embedded into the mainstream classroom practice.</p>	<p>Enhancing Individual or small group provision is available where appropriate. This is planned by the class-teacher and support staff and the learning objectives are transferred to the mainstream classroom. The programmes are reviewed on a regular basis. This is ideally implemented by a teacher with a dyslexia qualification.</p>	<p>Phase Leaders oversee this provision for their phase. The needs of the children are discussed in detail and desired outcomes put in place. Specific programmes of support have now been put into place for screened children in order to improve working memory and phonological awareness.</p>	<p>Intervention planning and monitoring.</p>

<p>7. <u>Special examination arrangements are made available</u> where appropriate. Skills (i.e. dictation) are taught and practiced in all school tests and examinations.</p>	<p>Enhancing Access arrangements are available where appropriate. The school is independent in ensuring the assessment necessary.</p>	<p>End of Key Stage leaders assess the needs of the children in the cohort to ensure that relevant access requirements are in place for SATS.</p>	<p>Access requirement forms.</p>
---	--	---	----------------------------------

b. Teaching and Learning

<p>1. <u>Self-esteem</u> 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>Enhancing The schools inclusive culture ensures that all children have good self-esteem. Diversity is celebrated and the achievements of all children including those with dyslexia are valued. Reward systems are in place and are regularly monitored and reviewed.</p>	<p>The Virtues Curriculum provides a learning platform that enables children to think more positively about themselves and others. It develops character and helps to label positive behaviour. The Thrive Approach helps to tune into thoughts and feelings and gives children strategies to help manage emotions. Children are awarded house points for demonstrating particular virtues.</p>	<p>The Virtues Curriculum. The Thrive Approach. Assemblies. Virtues ambassadors.</p>
<p>2. <u>Pupils are grouped appropriately</u> according to both the cognitive and literacy ability of the pupil.</p>	<p>Enhancing Pupils are in sets according to their cognitive ability and their lessons are highly differentiated and lesson plans describe this differentiation. The provision is regularly reviewed. SLT monitor the provision.</p>	<p>Children's learning is differentiated by the staff that work with them. The children are taught in an immersive environment which is structured to facilitate a wide range of learning needs. In some cases children are grouped by cognitive ability, but more importantly the children have weekly pupil conferencing with their key facilitators of learning in order to understand targets and move their learning forward at a safe, but challenging rate. Barriers are unpicked and support is given where needed. SLT monitor provision on a weekly basis during learning walks.</p>	<p>Curriculum planning. Individual target books. APDR cycles.</p>
<p>3. <u>Teachers use appropriate multi-sensory teaching styles.</u> Pupils learn in a multi-sensory way and use a variety of methods to record their learning.</p>	<p>Enhancing All teachers use multi-sensory teaching methods for all children. This good practice is shared with other schools.</p>	<p>All teachers have regular updates on multi-sensory teaching. All classes have the non-negotiable teaching resources needed to teach Literacy and Maths for their year groups and pupils have free access to these during their learning. Teachers present their lessons visually as well as orally and children are given regular opportunities to interact in a practical way. 20% of the curriculum has to be taught outside, so this gives a different aspect and allows for soft fascination as well as a more physical approach.</p>	<p>Curriculum planning. Classroom resources.</p>

<p>4. <u>Work is marked for success</u> with limited spelling correction. It focuses on content and identifies points for improvement.</p>	<p>Enhancing There is an established whole school marking policy which meets the needs of pupils with dyslexia. All staff follow it. If they don't they are challenged. The policy is reviewed regularly.</p>	<p>All staff follow the recently updated marking policy that is a non-negotiable for immersive learning. SLT look at books during the weekly learning walks and books are scrutinised more formally on a termly basis.</p>	<p>School Marking Policy. Learning walk feedback.</p>
<p>5. Strategies are in place to ensure that <u>homework</u> is differentiated, understood and achievable.</p>	<p>Enhancing Strategies are in place to ensure that homework is differentiated, understood and achievable. Parents and children are involved in reviewing the homework policy.</p>	<p>Each phase has set weekly homework for reading and maths which is differentiated by task and a termly project that is based around the project which is opened and differentiated by outcome and resource. Parents are invited to make comments about homework on the annual questionnaire and comments are addressed by SLT.</p>	<p>Homework Policy. Parent questionnaires.</p>
<p>6. <u>The school provides mentors, peer buddies, counsellors</u> etc where appropriate.</p>	<p>Enhancing Peer mentoring/buddying systems are in place and pupils with dyslexia are encouraged to take part. Their progress is monitored and the systems are regularly reviewed.</p>	<p>Classes from different phases are regularly encouraged to meet up and share learning. Each class has a member to represent them in the Pupil Parliament. Phase 3 pupils are prefects and Virtues Ambassadors who regularly help the younger children in social situations at playtimes and lunchtimes. Where a child has an identified need for a buddy/friendship group then this will be put in place and made explicit on their APDR cycle if on the RoN.</p>	<p>Prefects. Virtues Ambassadors. Circle of Friends. Friendship groups. Pupil Parliament.</p>

c. The School/classroom Environment and Resources

<p>1. <u>The physical environment of the school is uplifting, inclusive and 'dyslexia friendly'.</u></p>	<p>Enhancing The school regularly reviews its school environment and involves pupils and parents in the process.</p>	<p>The school immerses its curriculum and therefore the classroom environment changes each term. There are set non-negotiables about what needs to be taught and how this needs to be done including resources that need to be available for the children at all times, e.g key words, number lines, word banks, etc. Staff are encouraged to be mindful of a range of needs in the classroom and to make their environments as inclusive as possible. Pupils have an opportunity to contribute to the new environment and be a part of the process, particularly where they need particular support around transitions. More recently parents have been invited in to help with the new classroom environments.</p>	<p>Classrooms. Staff. Pupils.</p>
<p>2. <u>Resources and adult support are used to ensure independence.</u></p>	<p>Enhancing Regularly being reviewed and improved.</p>	<p>One of the key aspects of the school's ethos is to create independent learners, so it's ability to do so is constantly under review.</p>	<p>APDR cycles. School ethos. SDP.</p>
<p>3. <u>Resources are appropriately positioned and clearly labelled.</u></p>	<p>Enhancing Regularly being reviewed and improved.</p>	<p>It is important for children to access the resources they need to be independent learners. In the immersive classrooms, resources have to be clearly labeled and available to all those who need them.</p>	<p>Classrooms.</p>
<p>4. <u>ICT is used effectively by staff to enhance pupils learning.</u></p>	<p>Enhancing Use of ICT is regularly being reviewed, impact measured and improved.</p>	<p>The school has a full-time apprentice who regularly updates systems and ensures that the technology is of a high standard. The ICT leader ensures that pupils have access to the most recent technology to support the curriculum and communicate effectively. Regular training is given.</p>	<p>ICT systems. ICT Leader. ICT Apprentice.</p>

<p>5. <u>Pupils have access to computers</u> in all learning environments.</p>	<p>Enhancing Children have access to computers which have 'dyslexia friendly' software. All staff encourage the use of ICT and monitor its impact.</p>	<p>All classes have a set of i-pads and assess to laptops. A range of Aps and programmes which are dyslexia friendly are installed to support learning, e.g Dragon dictate and Nessy. ICT subject leader monitors the impact. The Learning Centre has a range of dyslexia friendly e-books that can be accessed via the cloud.</p>	<p>Class i-pads. ICT Leader. ICT Apprentice. Learning Centre.</p>
<p>6. <u>Text reading software</u> is available across the school.</p>	<p>Established/embedded Text reading software is installed on all computers. All pupils and staff are competent in the use of text reading software.</p>	<p>All i-pads (each class has a set of 15) have software that allows for accessibility.</p>	<p>I-pads. ICT Apprentice.</p>
<p>7. <u>Voice recognition software</u> is available for those pupils who have difficulty recording text.</p>	<p>Established/embedded Voice recognition software is installed on specific computers.</p>	<p>All i-pads have this facility.</p>	<p>I-pads. ICT Apprentice.</p>
<p>8. <u>Alternatives to copying</u> from the board are used.</p>	<p>Enhancing Regularly being reviewed and improved.</p>	<p>Pupils are given a range of different approaches to copying from the board, such as having their own copy of the text to copy from, having a copy to highlight, cut and stick as necessary, discussion groups with a scribe, mind mapping, talking tins, etc.</p>	<p>Class planning.</p>
<p>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.</p>	<p>Enhancing Regularly being reviewed and improved.</p>	<p>Staff are encouraged to use fonts such as Comic Sans and to use soft pastel colours as a screen background. Children who have had an overlay test will have their own overlay to use when reading. Adaptations are made to resources for children as necessary.</p>	<p>Class resources.</p>

<p>10. A <u>'literacy chest'</u> or <u>equivalent</u> can be found in every classroom.</p>	<p>Established/embedded Found in every classroom</p>	<p>A suggested list of resources and strategies has been issued to each teacher. It was decided that in order to meet the needs of each individual child, it would be up to the teacher to select the resources they needed for their class and organise them in their immersive environments to be accessible to all who need them.</p>	<p>Classrooms. Guide sheet.</p>
<p>11. A <u>selection of high interest/ low reading age books</u> are available in each classroom and/or school library.</p>	<p>Enhancing Regularly being reviewed and improved.</p>	<p>The Learning Centre has a wide range of dyslexia friendly books that are accessed by children on a daily basis.</p>	<p>Learning Centre.</p>
<p>12. <u>Keywords and other literacy prompts</u> are displayed around the classroom.</p>	<p>Enhancing Regularly being reviewed and improved.</p>	<p>It is a non-negotiable that all classes display the key words in their immersive environments. For example a beach environment might have them written on pebbles or a Victorian environment might have them written on small blackboards. Phonemes also need to be displayed and writing prompts need to be available in each working space.</p>	<p>Classrooms.</p>

Standard Three: Partnership and liaison with parents or carers

<p>1. <u>The school liaises with parents re concerns</u> about pupils with dyslexia and develops a partnership approach.</p>	<p>Established/embedded Procedures are established which support the liaison between schools and parents. Schools actively listen and respond to parental concerns. A 'structured format' is in use.</p>	<p>In addition to the formal process that is in place for addressing concerns, the school operates an open door policy in order for parents to discuss issues and reach solutions. The Graduated Approach involves a structured conversation during the review that specifically discusses the learning needs of the child, barriers to progress and appropriate provision.</p>	<p>APDR cycles. SEN policy. Complaints procedure.</p>
<p>2. The <u>school provides parents with information about what screening tests</u> and assessments are used in school.</p>	<p>Enhancing Parents are fully involved in the screening and assessment process and given copies which are presented and explained to them in a dyslexia friendly way. A dyslexia friendly booklet or flyer is given to them clearly explaining all aspects of the process and who to speak to if they have any questions.</p>	<p>Parents are always given the result of the DST and a breakdown of strengths and weaknesses. A guide is given about ways to support their child at home and an explanation of school provision. Details are given about what to do if further discussion is required and who to approach.</p>	<p>DST reports, letters and support guides.</p>
<p>3. <u>Parents are given information on dyslexia</u> and the provision the school is making for pupils with dyslexia. This includes the Code of Practice for Children with Special Educational Needs (or equivalent) and how it is implemented in school.</p>	<p>Established/embedded A dyslexia friendly booklet is distributed to ensure that all parents understand dyslexia and the Code of Practice. In addition more creative ways are in progress, such as producing a DVD. Information is provided on the provision available in school and outside-school groups or workshops that they can attend.</p>	<p>The DfE parents' guide to the SEND code of practice is available in the SEN section of the school's website. There is a parent guide to SEN in Pensans School available to all parents. Parent Champions information is also made available. The SEN policy and SEN annual report can also be found online.</p>	<p>School's website.</p>

<p>4. The <u>school invites parents to help them review their child's progress</u> through an ongoing cycle of review meetings as outlined in the SEND Code of Practice.</p>	<p>Enhancing Parents (and pupils) are always invited and actively encouraged to ensure attendance at review meetings and work in partnership with the school to plan support. Parents are given clear information about exactly what help their child will receive, when and from whom and date of next review discussed. They are offered information and support as to how they can assist their child to achieve targets.</p>	<p>Every pupil on the Record of Need has an assess, plan, do, review cycle that takes place at least termly, in some cases half-termly. At the review meeting parents meet with the SENCO to discuss progress and provision based on reports from staff working with these children. Assessments are made in the relevant areas of learning and attendance is also looked into. There is a focus on what is going well and further discussion into barriers to learning. A plan is made for the next cycle and the provision is played out in the do section, particularly including the addition and different that the child requires. The class teachers then amend the IEPs accordingly.</p>	<p>APDR cycles. SENCO. Parents.</p>
<p>5. Parents are given information, <u>through the SEN Information Report</u>, on Dyslexia and the provision the school is making for pupils with Dyslexia.</p>	<p>Developing A Dyslexia page is being planned for the school website that takes into account the accessibility for parents who may be Dyslexic.</p>	<p>This is under construction and is hoped to be up and running sometime during the Spring term.</p>	<p>SENCO. Dyslexia Champion. ICT Apprentice.</p>

<p>6. <u>The 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.</p>	<p>Established/embedded The school proactively involves parents and takes into account their views and specialist knowledge of their child. It provides support and dyslexia friendly resources for parents to help them better understand and support their dyslexic child, with particular emphasis on building self-esteem. Parents are invited to attend support groups. Dyslexic parents are signposted to other services where appropriate.</p>	<p>Just like every child, every parent is unique as well. We take into consideration the needs of all of our parents when meeting or communicating information. We often help parents to complete forms and endeavour to make them feel as comfortable as possible. Newsletters are available as a paper copy for those who need one and social media and texting is used as an addition means of communication. The school has facilitated parent forums where they can talk to the headteacher about any issues and help to find solutions. The Virtues leader has set up a parent group that also helps to support the needs of all stakeholders. The school also has an open door policy, where staff can be approached about any issues on a more informal basis, rather than having to wait for scheduled formal meetings.</p>	<p>APDR cycles. Headteacher. Virtues leader.</p>
<p>7. Parents know where to go for help <u>if problems are not resolved.</u></p>	<p>Enhancing All parents are aware of the school policy on problem resolution and have a named person available at set times on the phone to answer questions, a time when parents can visit the school to discuss problems and/or the option of an e-mail and/or text message response service for queries. Details of the Parent Partnership service (SENDIASS) given.</p>	<p>The SEN policy and the complaints policy are available on the website and both outline the process for an unresolved issue. A member of the SLT (usually the Headteacher) will make time to discuss issues with parents.</p>	<p>School Website.</p>

<p>8. The school recognises the difficulties <u>homework</u> can present to dyslexics and to parents (particularly if they are also dyslexic) and has a clear homework policy and makes information on homework readily available.</p>	<p>Established/embedded The school's homework policy states that parents should be informed about how long to spend on each homework subject, differentiation such as different recording methods, (e.g. film, audio tape, mind map, image etc.) and provision is made to ensure pupils have access to homework tasks.</p>	<p>The school has a regularly updated homework policy. The project based learning allows for a range of different ways in which to present work.</p>	<p>Homework policy.</p>
<p>9. The school recognises the difficulties <u>exams</u> present for pupils with dyslexia and parents are informed well before exams about any dispensations that will be allowed.</p>	<p>Established/embedded Parents are given information about any assessment required, the specific exam dispensations their child will receive, and invited into school to discuss how best to use these dispensations.</p>	<p>End of Phase leaders will make the relevant access requirements for children sitting SATs well in advance of the tests and share this with parents. Plenty of practice will be given in preparation.</p>	<p>SATs access requirements.</p>
<p>10. The school understands the <u>value of parental engagement</u> and is keen to include Parents' contributions and ideas in its planning for supporting pupils with Dyslexia.</p>	<p>Developing The school has used information from the Parent Champions website to plan a parent forum.</p>	<p>This is an area that is currently under development by the SENCO and Dyslexia Champion. The SpLD Trust is an organisation that has been used to support us in other aspects of dyslexia.</p>	<p>SpLD Trust.</p>

Standard Four: Working in Partnership with Children and Young People

<p>1. <u>The school ensures that pupils are involved in their learning.</u> Teachers help pupils to understand their dyslexia and value their achievements. Pupils are supported in identifying their own learning strategies.</p>	<p>Established/embedded Pupils create their own learning passport to show to teachers. They attend meetings to discuss their progress. They work with adults to set their own targets and identify the steps required to achieve them.</p>	<p>More vulnerable pupils have a communication passport that helps all adults working with them understand their needs. It is a document that is created by the class teacher, but the child has an input into it. All children have a target book that is used in a pupil conference meeting with a key staff member each week. The aim is for the child to talk about their learning and the adult is in a coaching role so that the ownership of the discussion is that of the child's.</p>	<p>Communication Passports. Target books.</p>
<p>2. Pupils are offered help with <u>emotional and behavioural issues</u> from a variety of people within the school.</p>	<p>Established/embedded They are allocated a Peer Mentor/ Buddy with Dyslexia so that they can share experiences. Pupils know who to approach for help.</p>	<p>The school adopts the Thrive Approach and there are practitioners who will enable children to be able to talk about their emotions and gain coping strategies when they feel unable to function in a regulated way. There are friendship groups and circles of friends to support particular children.</p>	<p>Friendship groups.</p>
<p>3. The school <u>finds out about pupil's interests, strengths and weaknesses</u> and includes these in their IEP (or equivalent) and in planning.</p>	<p>Enhancing Teachers regularly plan activities that relate to the interests of Dyslexic learners in their classroom. Activities are varied and differentiation is personalised.</p>	<p>Teachers plan highly differentiated lessons in the immersive environments that not only appeal, but support and challenge all children. The class topics are project tuned by other teachers and other partner schools to ensure that outcomes for all children as successful as they can be. Governors have also started to be a part of this process.</p>	<p>Class planning. Project tuning.</p>
<p>4. Children have <u>somewhere or someone to go to, if they need to.</u></p>	<p>Established/embedded The school has an established Peer Mentor system that involved pupils with Dyslexia and SEND. Pupils can request an appointment or be signposted by adults. Counsellors are available regularly for all pupils to be referred to.</p>	<p>The school has established the Thrive Approach and there is pastoral support available at lunchtimes via a postcard system. The Virtues ambassadors are taking on more of a role to help support other children.</p>	<p>Thrive practitioners.</p>

<p>5. The school works hard to <u>raise awareness of dyslexia and SEND amongst peers</u>, to remove the stigma and provide positive role models for all pupils.</p>	<p>Developing The school includes information about Dyslexia and other SEND in its PSHE programme.</p>	<p>The school's Virtues curriculum enables children to think about various aspects of character and how it affects themselves and others. Specific information about dyslexia and SEN will be planned into this.</p>	<p>Virtues curriculum.</p>
<p>6. Pupils are <u>included in the decision-making process for exam concessions</u> and are asked for feedback in order to improve provision of access arrangements.</p>	<p>Established/embedded Pupils are asked about their preferred ways of working. They understand the requirements of the application system. They are able to voice their opinions and are included in the decisions made about the support they receive.</p>	<p>The pupil view is always taken into consideration. The learning at Pensans is very child centred and pupils are encourage to give their point of view and make decisions about their learning.</p>	<p>Pupil conferencing.</p>