

Audit and Action Plan

Name of School: **Buckden CE Primary Academy**

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Mission Statement

The aim of Dyslexia Friendly Schools Quality Mark is to promote excellent practice by the school as it carries out its role of supporting and challenging its staff to improve accessibility for more learners.

Disclaimer

In awarding the BDA Dyslexia Friendly Schools Quality Mark the British Dyslexia Association cannot guarantee or be responsible for the individual programmes of education provided for, or levels of attainment achieved by, an individual student.

Standard One: Leadership and management	Focus	Develop	Established (achieving)	Enhance
1.1	<p>The school conducts a self-audit of their provision for dyslexic pupils and uses this to inform the School Development Plan and SEN Action Plan. These plans should show:</p> <ul style="list-style-type: none"> • that supporting dyslexic pupils is a priority area for the school • clear targets for support for dyslexic pupils • that the Senior Leadership Team supports dyslexia-related CPD for all staff • resources (financial, staffing, time) are allocated to dyslexia and managed effectively • clear roles and responsibilities for provision and that accountabilities are understood 		<p>The School Development plan originates from the Spirals of Enquiry that all Teachers are followed as part of their Performance Management targets for 2019-20, 1 member of staff studying working memory difficulties and 3 members of staff are exploring how reading enrichment supports learning in the classroom. Post Covid the school's development plan takes all the points from the audit and embeds them in the future development of the school.</p> <p>This has been completed as part of the Accredited Level 5 Certificate in Dyslexia; Literacy, Support and Intervention (BDA). Actions plans for the school have been drawn up in line with the course requirements.</p> <p>This has been marked by the tutor with the following: <i>"This is a well thought out and detailed audit, well done. An excellent action plan. Well-considered and useful. You empower the learner and staff with your excellent ideas for moving forward with practice."</i></p> <p>The school have been employing Dyslexia friendly strategies as part of high quality teaching from 2018 and have continued to embed this is in 2021. There is a dedicated section on the school website explaining about what we do as a school for dyslexia. It also features in the School's SEND Information Report and SEND policy.</p> <p>There are clear roles and accountability within the school. These are evidenced below.</p> <p>Dyslexia friendly classroom approaches are part of the non-negotiables for all teachers across the school. All teachers have</p>	

			<p>as a handbook, "100 Ideas for Primary Teachers Supporting Children with Dylsexia" (Gavin Reid) to which they add to the core non negotiables to enhance the experience of our dyslexic learners. There are dedicated sections on short and medium planning documents/academic book that make reference to practises that take into account dyslexic pupils and their needs.</p> <p>Dyslexic pupils are provided with clear targets (IEP) which mirror any recommendations made by professionals or assessments. Identification of Literacy difficulties and children with Dyslexia profiles have been raised in the last three years, resulting in increased provision and awareness across the school.</p> <p>Training has taken place to ensure that all staff take accountability for the SEND provision within the school including dyslexia and they understand their role whether it be of supporting, teaching or leading SEND.</p> <p>2021-22 – SENDCo and Head of English are undertaking further training with the Driver Youth Trust – "Driving Inclusion" which is for the English Lead - A six-module programme which challenges the participant's understanding of literacy difficulties, SEND and disadvantage in order to improve reading, writing and communication across their setting. For the SENDCO "A comprehensive, six-week programme for SENCOs developed around six evidence-based modules. Each module aims to address a unique challenge faced by SENCOs and inclusion leads"</p> <p>There has been a significant investment in Dyslexia support in school to ensure it is effective. Target provision for children to support dyslexia eg Toe b toe, SNIP, PAT, ERT, Power of 2 and Nussy. Attainment of assessment packages including Dyslexia portfolio, Yarc, Towre, Writ.</p>	
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1.2	<p>Whole school policies show how the school meets the needs of pupils with dyslexia. The key principles of the SEND Policy are known to all staff.</p>			<p>Policies are up to date and they have statements which take account of pupils with dyslexia, these include English/Reading/SEND/handwriting/feedback/access. Handwriting includes teaching a cursive style from Reception to join all letters together</p> <p>The SEN Information Report and SEN Policy outlines support for children with Dyslexia type difficulties.</p> <p>Changes to SEND policy are shared with all staff and stakeholders.</p>	
1.3	<p>The board of governors encourages a culture of high aspirations for all learners. All governors are aware of the challenges faced by dyslexic pupils. The governor with responsibility for SEND has enhanced knowledge and understanding of dyslexia, and meets SENCO regularly to review dyslexia friendly provision and monitor progress.</p>			<p>Governors are aware of dyslexia and the school's role and have been given awareness training. Governors minutes and SENCO Governor meetings highlight the discussion about dyslexia.</p> <p>Parents and carers attended various literacy based training sessions in collaboration with the Driver Youth Trust (2018-19) with a focus on supporting the love of reading, spelling strategies, working memory. Parents Governors also attended these sessions.</p> <p>The SEND Governor works with the SENCO to ensure that Dyslexia issues are included as priorities for development and that work towards these are reviewed regularly. The SEND Governor has a background in Local Authority provision for SEND needs, including dyslexia difficulties.</p> <p>SEND Governor and SENDCo present annually the SEND Report to Governors, to the FGB. That is also shared with Teaching staff so that they are fully aware of the developments within SEND in the school and the role that they play within this. Training has taken place to ensure that all governors take</p>	

				accountability for the SEND provision within the school including dyslexia and they understand their role as a leader of SEND	
1.4	Quantitative and qualitative data indicates the impact of dyslexia friendly practice.			<p>The average progress of pupils with identified literacy difficulties has increased over the last two years from a baseline of -0.8 in writing in 2017 to +2.5 in 2019 (further detail was not available due to lack of summative assessments during COVID-19 Pandemic).</p> <p>The average progress of pupils with identified literacy difficulties has increased over the last two years from a baseline of -3.9 in reading in 2017 to +4 in 2019. (further detail was not available due to lack of summative assessments during COVID-19 Pandemic).</p> <p>Positive feedback from parent workshop, through verbal feedback</p> <p>Support gained from the Driver Youth Trust, including assessment materials. Positive feedback from parents questionnaire in Ofsted inspection March 2019.</p> <p>Number of pupils needing external support for Dyslexia has reduced from 5 in 2017 to 1 in 2019 (this pupil had already been supported in another school previously and so support continued).</p> <p>The level of incidence of literacy and numeracy difficulties (Cognition and Learning) has risen from 28 in September 2017 to 34 in September 2018 and 32 in September 2019, 38 in 2020 and 35 in 2021.</p> <p>This is due to a higher recognition of literacy and maths difficulties relating to a Dyslexia-type profile, and access to assessments in school such as the Dyslexia portfolio and YARC.</p> <p>This increase is also due to heightened awareness of the support we offer for the Dyslexia learner as a school and</p>	

				promotion of these approaches within the local community leading to pupils being moved to our school from other local schools where the provision has not been rated as good.	
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Standard Two: Quality of learning		Focus	Develop	Established (achieving)	Enhance
2.1	<p>A plan of on-going INSET is in place including:</p> <ul style="list-style-type: none"> • whole school awareness - all staff have a working knowledge of indicators of dyslexia, classroom strategies, evidence-based programmes of support and when to refer for extra support • new staff receive awareness training and guidance • supply staff are provided with guidelines on dyslexia friendly teaching 			<p>Dyslexia refresher training given at the beginning of the academic year to recap on good practice and to ensure that staff are up to date.</p> <p>Full induction programme for new staff and extensive dyslexia training as part of their induction programme.</p> <p>Academic planning books give daily reminders of considerations for dyslexic pupils as prompts</p> <p>Supply teachers' pack with information on dyslexia friendly classroom practice as well as 1 page profiles of pupils.</p> <p>Dyslexia friendly classroom practice is evident in every classroom and forms part of the non-negotiables that all teachers must provide.</p> <p>Staff are aware of BDA guidelines and the schools drive for award.</p>	
2.2	<p>Staff with specific responsibilities (e.g. SENCO) have dyslexia expertise gained through appropriate training, e.g. Level 5 (specialist teacher) or Level 7 (specialist teacher and assessor) or evidence of how this expertise is available within an Academy or Local Authority</p>			<p>SENDCo has undertaken a research project on dyslexia as part of her SEND award competed in 2017.</p> <p>HT, DHT & SENDCo have attended Dyslexia tier 2 & 3 training provided by the LA (November 2017 & February 2018)</p> <p>2 teaching assistants have attended tier 2 training provided by the LA (February 2018)</p> <p>Teachers and Support staff have undertaken Dyslexia awareness</p>	

			<p>training Summer 2017 and then further follow up training was undertaken by all staff in September 2017. Annual update training is provided by Level 5 members of staff to discuss approaches and update accordingly.</p> <p>Governors have undergone dyslexia awareness training March 2017 and updated in March 2019 and updated on 2021 as new governors appointed</p> <p>HT & DHT have completed Accredited Level 5 Certificate in Dyslexia; Literacy, Support and Intervention (BDA) 2020 A class teacher is undertaking the Level 5 training and due to complete this by the end of 2021</p> <p>DHT has completed Supporting Dyslexic Learners – Introduction to Psychometric Testing - A Practical Workshop (BDA) Oct 2020</p> <p>HT & DHT will continue onto Level 7 certification by the end of 2022. (BDA). A class teacher will commence the BDA Level 5 Dyscalculia training in 2022. This teacher is non class based and is specifically supporting pupils with dyslexia for 0.6 from September 2021. School has completed a yearlong programme with the Driver Youth Trust, Drive for Literacy which has fundamentals in dyslexia training and awareness. This includes workshops on reading, spelling and working memory for teachers, TAs and parents as well as training staff in the use of various Dyslexia assessment materials.</p> <p>The HT as an NLE along with the deputy as an SLE have delivered Dyslexia awareness training to several schools in Suffolk as part of the teaching school.</p> <p>SENDCo and Literacy Lead will undertake further training with the Driver Youth Trust in academic year 21/22 to further develop knowledge and understanding.</p>	
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				<p>The school have embarked on a 5 year research study (2018/19) with the Department of Psychology at Cambridge University into the impact of rhyme on reading.</p> <p>TAs trained in the use of Dyslexia support interventions including Toe by Toe and Power of 2.</p> <p>The school is enrolled in the NELI programme for academic year 21/22</p>	
2.3	<p>Systems of assessment are in place to identify pupils with literacy difficulties. Information is shared to all staff, including supply teachers, through Pupil Profiles, or similar, which include individual teaching and learning strategies. Pupil's progress and targets are closely monitored and evaluated regularly. Adjustments are made to support provision where necessary.</p>			<p>Initial concerns form GLS progress in English Test Dyslexia Checklist Literacy difficulties screening tool/parents version Lexplore assessment package from Year 2-6 and analysis of data provided. GL Dyslexia Portfolio Yarc Early Reading and Passage Reading assessment Towre 2 Writ 4 Nessy programme Dyslexia focussed IEP targets Monitoring the impact of interventions (provision map for evidence) Gap analysis Training for staff on identification and interventions Software support – TextHelp, touch typing, kidsinspiration mind mapping, Pupil progress meetings Moderation meetings Performance management of teachers and support staff Use of Target Tracker/Insight to monitor Termly meeting with parents to discuss IEP targets Provision Map to track pupils progress within interventions.</p>	

				Use of One page profiles to highlight strategies for support. Specialist Teachers (currently 2 – 3 from January '22) (ATS) 1:1 intervention support	
2.4	Classrooms conform to the BDA Dyslexia Friendly Classroom Checklist.			<p>All classrooms conform to the BDA self-audit, this was completed by the HT and the DHT independently as part of the BDA Level 5 course. Paperwork can be viewed.</p> <p>All staff have had training on Dyslexia Friendly practices such as: creating interactive resources on coloured background, copies of work from the board given to identified pupils to access from their desks, photocopies on buff paper, buff books for children identified, vocabulary lists, ace dictionaries, concrete materials to help with conceptual understanding in maths, mini plenaries to clarify understanding and many more.</p> <p>Every classroom has access to dyslexia friendly resources which are made available to all learners. This is in the form of a colour coded, trolley containing specific resources pupils with literacy difficulties. These are labelled visually and with a Dyslexic friendly font. Pupils are encouraged to access these independently and in all lessons.</p> <p>Support staff have monthly meetings with SENDCo who updates on latest info on Dyslexia and materials and support available</p>	
2.5	Teachers across all curriculum subjects use multi-sensory teaching approaches; Teaching Assistants use multi-sensory strategies to support pupils in the classroom. There are opportunities for collaborative learning and peer support.			<p>SENDCo has accessed support from the SEND team with LA regarding dyslexia and sort advice.</p> <p>Support staff are trained and run specific Dyslexia intervention programmes such as toe by toe, SNIP, units of sound, Power of 2, PAT etc.</p> <p>Staff have been given previous checklists for dyslexia. Use of initial concerns checklist to highlight need. TA's trained in the use of assessment materials including Dyslexia Portfolio, Yarc, Towre.</p>	

			<p>Pupils have one page profiles</p> <p>SENDCo monitors teaching styles used/resources available to support (learning walk 2018/19)</p> <p>Lesson observations completed by SLT using the lesson observation frameworks feeds into performance management which is ongoing</p> <p>The handwriting style that we teach from reception which teaches the children to join every letter (Lucy Cowdery style) is recommended for the dyslexic learner as they get to understand the shape of the word and stops the writing letter by letter.</p> <p>Lessons observations are carried out as part of performance management. Classroom environments reflect the approach needed to be dyslexic friendly.</p> <p>Over the seat organisation has been used to help de-clutter the work space for the pupils and to aid in organisation in upper KS2 was explored during academic year 201-2019 but it was decided after feedback from pupils that they were more of a hindrance to their organisation so the decision (pupil –led) was taken to remove them. IEPs address the specific needs of the pupils alongside their one page profiles.</p> <p>Specific support interventions are run to meet the needs of the pupils, these are tailored to the needs of the year group or class ie, small group teaching, 1:1 teaching, the use of pre and post teaching support interventions are used throughout the school.</p> <p>Multisensory teaching approaches are used across the school as part of high quality teaching and include learning in the outdoor environment.</p> <p>Development of the use of technology to aid in the transition process for secondary school is a particular focus of year 6 to make them</p>	
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				<p>become more independent learners.</p> <p>Handwriting is cursive from Reception to aid the dyslexic learner</p> <p>Based on the Alison Peacock book, 'Learning without Limits' all pupils have a learning partner that they change on a fortnightly basis to encourage collaborative working.</p> <p>Curriculum planning- sustainable development goals- shows that pupils are given the opportunity to develop life skills. The curriculum is inclusive of all abilities, focussing on skills and knowledge so that all children can reach their potential regardless of any barriers.</p> <p>The school also teaches a Skills Builder Curriculum which gives children the opportunities to explore industries and project based learning to develop their skills of problem solving and collaboration.</p>	
2.6	<p>Pupils are taught a range of planning methods, e.g. Mind Mapping® and can record their work in a variety of ways (e.g. bullets points, story board, flow chart, scribed, using a laptop or speech recognition software etc.)</p>			<p>Individuals with recognised or suspected visual disturbance are provided with buff coloured paper for working on and coloured overlays and rulers where required.</p> <p>Teachers encourage a wide range of recording methods including story boards, recording on iPad, talk buttons, scribed text, mind maps using kidsinspiration and rewrite programmes</p> <p>Concrete learning with the use of materials has been developed in all year groups, modelled and scaffolded by TA's. Pre and Post teaching groups take place across all year groups.</p> <p>Development of the use of technology to aid in the transition process for secondary school is a particular focus of year 6 to make them become more independent learners.</p> <p>Interventions and support strategies are established in the classroom and these include but are not exclusive to: personal dictionaries</p>	

			<p>including dyslexic specific electronic dictionaries, word banks, alphabet arcs, visual prompts.</p> <p>Planning tools, coloured overlays and reading rulers, PAT, Toe by toe, SNIP, ERT, Power of 2, Nessy.</p> <p>Use of ICT to enhance provision and children are encouraged at the top end of the school to use laptops and/or ipads in their every day work to support their learning and the use of programmes such as Text help 'ReadWrite', Kidsinspiration mind mapping, touch typing. Pupils with literacy difficulties, specifically around organisation and writing are encouraged to use voice recording methods to help plan and organise, ie sound buttons, speech to text software.</p> <p>Children have one page profile detailing their needs, including the most appropriate learning styles. Within these, pupils are asked how they best like to be supported, so that they are given independence and choice about the support they receive.</p> <p>The school does not set for curriculum and works on the basis of learning partners changing each week. "Learning without Limits" offers lots of opportunities in all lessons for different types of groupings. Pupils work in mixed ability groupings and have followed the oracy project in 2018/19.</p> <p>Each classroom has a 'dyslexia friendly' resource station, for children to access independently. At the top end of the school pupils use the over chair sacks to help with organisation on the table so that they have a clear working space.</p> <p>SENDCo is explored the use of concrete resources to support pupils with difficulties in Maths and all TAs used this strategy as part of their performance management programme for 2019/2020</p>	
2.7			<p>Marking and assessment policy takes into account the needs of the learners. Marking is completed for purpose and not to highlight</p>	

	The marking policy ensures pupils are assessed on the basis on their knowledge (rather than spelling). Marking should be for success and for identifying development and improvement points.			spelling errors. This has been rewritten and led by the pupils in a review – March 2019.	
2.8	There is provision for one to one and small group teaching and specialist support using multisensory teaching methods. Appropriate, evidence-based intervention programmes are implemented and their success evaluated.			<p>Specific support interventions are run to meet the needs of the pupils, these are tailored to the needs of the year group or class i.e., small group teaching, 1:1 teaching, the use of pre and post teaching support interventions are used throughout the school. Kelley and Phillips is used for specific targeted pupils by Level 5 specialist teachers.</p> <p>Interventions and support strategies are established in the classroom and these include but are not exclusive to: personal dictionaries including dyslexic specific electronic dictionaries, word banks, alphabet arcs, visual prompts.</p> <p>Planning tools, coloured overlays and reading rulers, PAT, Toe by toe, SNIP, ERT, Power of 2, Nessy.</p> <p>Use of ICT to enhance the opportunities available to enhance provision. Children are encouraged at the top end of the school to use laptops in their ever day work to support their learning and the use of programmes such as Text help 'ReadWrite', Kidsinspiration, mind mapping, touch typing. Younger children are encouraged to use sound buttons to record their ideas before going into writing.</p> <p>Children have one page profile detailing their needs, including the most appropriate learning styles.</p> <p>4 TAs are undertaking training into supporting pupils through a</p>	

				Working Group focusing on Maths support in the classroom with the Maths Hub (2021).	
2.9	Homework is provided on separate sheets, scribed into homework diaries or recorded on a phone. Pupils are offered a choice of recording method.			<p>Homework arrangements are adapted where necessary in collaboration with parents. Some parents have a home to school communication book where this is recognised as a need for the child as part of their IEP or One Page Profile.</p> <p>School removed the formal recording of homework and now uses ICT type games based revision learning in Maths and Talk based homework for literacy to develop oracy skills. Pupils are not expected to record homework by copying from boards and are not asked to provide written recordings of work. Any homework set is a post teaching opportunity to reinforce and overlearn what has happened in the classroom.</p> <p>School removed the formal revision and testing of spellings and moved to a dyslexia friendly approach of learning spellings through multi-sensory games and activities.</p> <p>Homework arrangements are adapted where necessary in collaboration with parents. Some parents have a home to school communication book where recognised as a need for the child as part of their IEP or One Page Profile.</p> <p>SENDCo carries out learning walks focused on the support on offer in the learning environments.</p> <p>Interactive learning programme Nessy is used as an intervention in school and as a homework opportunity for all children highlighted as having literacy difficulties.</p>	
2.10	Appropriate systems are in place to make reasonable adjustments in examinations and school tests. Assessment and application to the JCQ is made in good time so that pupils are			In line with SATs at the end of year 6 pupils are given appropriate access arrangements with extra time and readers applied for as well as writers where this depicts common classroom practice.	

	taught how to use the time and any resources appropriately.			<p>Year 6 being 'secondary ready' parent's meetings.</p> <p>Children have specifically taught sessions on what to do in exams and how to cope and what strategies to use. Dyslexia support strategies are used</p> <p>Clear exam procedures are followed so that all pupils are able to achieve to the best of their abilities and given the opportunity to do so. Reasonable adjustments form part of normal working practice for pupils with additional needs, and these are then made available to them as appropriate in test conditions (extra time, scribes, reader, smaller groups)</p> <p>Pupils are all part of Mindup – SEMH programme so that they are able to build their resilience and self-awareness.</p> <p>2 members of staff are exploring the use of building resilience as a learner and 1 member of staff is exploring the use of growth mindset in teaching as their performance management.</p>	
Standard Three: Creating a climate for learning		Focus	Develop	Established (achieving)	Enhance
3.1	<p>The school works in partnership with pupils to:</p> <ul style="list-style-type: none"> • Help pupils to understand their dyslexia and value their achievements • Promote a 'can do' culture • Assist pupils in identifying their own learning strategies • Involve pupil in planning their own learning targets • Support with emotional and behavioural issues 			<p>Dyslexia awareness opportunities including assemblies and teaching about diversity is included in the curriculum. Children have presented in assemblies to explain what it is like to be dyslexic. Money has been raised by pupils specifically for the Dyslexic library during Dyslexia Awareness Week.</p> <p>Pupils take an active role in designing and writing their own pupil passports, which share with others their personal strengths as well as their preferences for learning styles.</p> <p>Emotional needs are supported via a repertoire of strategies including:</p>	

				<p>Mind Up programme, Buddies, Worry Monsters, Nurture group provision and Time to Talk, Drawing and Talking therapy and 1:1 counselling, a dedicated Thrive practitioner as part of the Thrive programme to support SEMH.</p> <p>Curriculum planning- sustainable development goals- shows that pupils are given the opportunity to develop life skills. The curriculum is inclusive of all abilities, focussing on skills and knowledge so that all children can reach their potential regardless of any barriers.</p> <p>The school also teaches a Skills Builder Curriculum which gives children the opportunities to explore industries and project based learning to develop their skills of problem solving and collaboration.</p> <p>Pupils are involved in IEP planning</p> <p>Pupils encouraged to have as much independence with their learning as possible, this is recorded in one page profiles and these are written from the child's perspective, by the child.</p> <p>Buddy Groups encourage the supportive culture between adults and pupils.</p>	
3.2	<p>Pupils' self-esteem is promoted through:</p> <ul style="list-style-type: none"> • valuing the individual and their diversity • praise for effort and achievement in all areas • having high expectations for those with dyslexia • developing resilience and resourcefulness • promoting strengths and providing opportunities for success • providing a stress-free learning environment 			<p>Lesson observations confirm the learning environment is supporting pupils with literacy difficulties.</p> <p>Pupil questionnaires regarding their experiences are used to ascertain their experiences.</p> <p>Learner of the week, house points. Evidence in both the SIAMS report and the OfSTED report of development of self-esteem. Social groups. Nurture groups, focused transition groups. Mind Up programme. Buddy group programme where all children</p>	

				<p>have a trusted adult in school. New STEPS behaviour programme focussing on how we feel as individuals.</p> <p>Development of the school's Peace Pod as a space for emotional and mental wellbeing support, as well as providing opportunities for sensory stimulation or integration to help those with sensory processing difficulties.</p> <p>Questionnaires to SEND pupils annually are conducted and from that the pupils targeted provision is put in place, currently academic year 21-22 pupils indicated from the questionnaire that they wanted support to develop their confidence and self-esteem. This has resulted on a specifically funded outdoor education programme for them.</p>	
3.3	<p>Effective measures are in place to deal with harassment or bullying related to SEND. The school actively raises awareness of dyslexia and SEND amongst peers and promotes positive attitudes towards diversity.</p>			<p>Comprehensive behaviour policy following the STEPS behaviour approaches, one page profiles, worry monsters, anti-bullying policy. Buddy groups, nurture intervention.</p> <p>Dyslexia awareness opportunities including assemblies and teaching about diversity is included in the curriculum. Children have presented in assemblies explain what it is like to be dyslexic. Money has been raised by pupils specifically for the Dyslexia library during Dyslexia Awareness Week.</p> <p>The school actively works on anti-bullying at all levels and is currently undertaking the “the Anti-Bullying” Quality Mark.</p> <p>The content of the curriculum and the way it is written for the whole school actively promotes positive attitudes towards Diversity.</p> <p>The school runs a bi-annual aspiration days and this is used as an opportunity to show case adults who have go on to be successful in their careers even though they have dyslexia.</p>	

Standard Four: Partnership with parents / carers		Focus	Develop	Established (achieving)	Enhance
4.1	Governors and Senior Leadership Team seek meaningful involvement from stakeholders, including learners with SEND and their families and carers, and use this to reflect critically on progress and outcomes.			<p>The school's SLT seek the opinions and ideas of stakeholders such as parents and carers throughout the year, using tools such as surveys and informal coffee mornings (pre-covid) as opportunities to gather ideas and reflect on practice.</p> <p>The SEND Governor and SENDCo have collaboratively sought to further improve involvement from pupils and parents with SEND by developing information sharing strategies such as SEND information evenings, parent guides and pupil guides to SEND, written by the children themselves.</p> <p>They have also encouraged the regular involvement of parents and pupils in reviews of progress and outcomes for children with SEND, using tools such as one page profiles and annual reviews.</p> <p>The SEND area of the website has been critically reviewed and adapted to better meet the needs of all parents, carers and other stakeholders to ensure its accessibility. The school ensures that all children, including those with SEND are represented in pupil voice mechanisms such as the school parliament committee.</p> <p>The school has set up a Home School Hub with two dedicated members of staff who work closely with the parent body so that they are able to give feedback directly into school.</p>	

4.2	Parents are aware of how the school meets the special educational needs of their children. They are aware of the ways in which they can contact the school and are aware of complaints procedures.			SENDCo offers SEND awareness sessions with parents annually which includes information on identification, processes, support packages and LA funding. SEND policy and Information report clearly explains how and who to contact and the complaints procedure.	
4.3	The school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents. The school actively involves parents in planning provision for their child which is regularly reviewed with parents.			<p>Termly parent's evenings are held where any concerns are raised, followed by the completion and sharing of Initial Concerns form, before being placed on the SEN register.</p> <p>Once on the register, an IEP is written in collaboration with parents and this is reviewed termly with parents.</p> <p>School signposts parents to BDA accredited professionals when seeking additional support.</p> <p>IEP review meeting take place every term with the parents. There is set time put aside for these meeting with parents.</p> <p>The parents discuss and agree targets for the children and there are signed documentation in placed.</p> <p>SEND section on the website give all details of who to contact and what to do when.</p> <p>SEN information report is written in a parent friendly manner as well as the new SEN leaflet.</p> <p>Provision Map software used to record ongoing support and reviews.</p>	

4.4	The school runs Parents Workshops for parents to understand dyslexia and the way in which the school supports their child's learning and how they can support their child at home.			<p>Parent workshops are held to highlight SEN provision, and for specific areas of difficulty such as reading, anxiety etc.</p> <p>Introduction of the Pastoral Support Manager 21/22 to continue to develop sessions for parents that will support parents supporting their children learning at home.</p> <p>There is also sign posts to supporting their children on the school website at the following tab – How to help your child. Within this section there are specific resources for supporting children with dyslexia.</p> <p>School holds half termly informal coffee mornings for parents and carers with the Early Intervention Family Worker as a chance to network and to seek advice and support. The Family worker has feedback that the uptake of courses and support from our parent body is the best in the locality with the highest take up even though the catchment is small in comparison to others.</p> <p>School has a parent pinpoint champion who is available as impartial advocate for Dyslexic pupils.</p>	
4.5	The school makes parents aware of the community-based support available in the Local Offer.			<p>The SEND section of the school website and the SEND Information Report provides direct links to the Local Offer.</p> <p>The school shares any upcoming training opportunities for parents via parentmail so that the whole parent body are able to access opportunities forwarded from school rather than having to seek them.</p>	

Action Plan

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Standard	Action to be taken	By whom	By when	Review date
<p>2.5 Teachers across all curriculum subjects use multi-sensory teaching approaches; Teaching Assistants use multi-sensory strategies to support pupils in the classroom. There are opportunities for collaborative learning and peer support.</p> <p>Learners are not expected to multitask, and tasks are clearly demarcated as looking, listening and writing with an equal balance of such tasks being evident</p>	<ul style="list-style-type: none"> ○ Identify the expectations of staff in regarding to the tasks that they set them ○ Clear understanding and implementation strategies are understood by all and equal balance of looking, listening and writing opportunities will be planned. ○ Teachers share with pupils' expectations and establish a culture of listening and looking is equally as important as writing. ○ Deliver INSET with staff that allows them to reflect on their current practise. ○ Conduct learning walks ○ Training on different aspects of subjects and identify strength in what is delivered and establish a clear set of non-negotiables for all teaching including that done on in groups by all teaching assistants. ○ Lesson observations ○ Pupil interviews about expectations 	<p>SENDCo and all teaching staff including teaching assistants ATS Pastoral Support Manager</p>	<p>Summer Term 2022</p>	<p>HT/DHT/SEND Gov</p>
<p>3.1 Pupil Voice and its importance The school works in partnership with pupils to:</p> <ul style="list-style-type: none"> • Help pupils to understand their dyslexia and value their achievements • Promote a 'can do' culture • Assist pupils in identifying their own learning strategies • Involve pupil in planning their own learning targets • Support with emotional and behavioural issues 	<ul style="list-style-type: none"> ○ Establish a culture where pupils are able to contribute to their learning journey with the school. ○ Pupils are able to share experiences in relation to their learning. ○ To understand whether the adjustments that are being made are making a difference to identified children. ○ To give pupils the opportunity to have a voice in the ways that help them learn and they understand that they influence change. ○ Identify dyslexic pupils that could become part of the group. ○ Decide if to hold as a whole group or whether to have a groups per key stage. ○ Identify an appropriate of the day to hold the meeting so that missing learning is limited. ○ Ensure for consistency that it is at the same time of day and ideally the same day ○ Create the groups of a social level so that trust can be established. ○ Once trust is established give pupils the parameters of what the group is for and how they can help with explaining what they are experiencing in schools and what helps/or doesn't with their learning. 	<p>All teaching staff, SENDCo and teaching assistants Pastoral Support Manager</p>	<p>Spring Term 2022</p>	<p>HT/DHT/SEND Gov</p>

<p>2.4 Classrooms conform to the BDA Dyslexia Friendly Classroom Checklist. The classroom is as quiet as possible to avoid noise disturbance</p>	<ul style="list-style-type: none"> ○ Using the pupil voice group that has been set up as a barometer for the noise levels in classrooms. ○ Be mindful that it may differ significantly across classes and different ages of pupils. 	<p>Pupil Voice Group School council if appropriate Teachers</p>		
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