

Feedback on Dyslexia-friendly accreditation visit

St Michael's Primary School



Date: 31st October 2018

Strengths of provision

1. There is a depth of knowledge of SpLD withing the SEN team. Two members of staff have advanced qualifications (SpLD Level 7) and lead on provision for pupils.
2. Evidence from the Year 4 class teacher suggested she makes good use of this. This includes:
 - understanding that being dyslexic is different for every individual
 - understanding of co-morbid conditions and how they might impact e.g. a pupil with OT needs
 - understanding of the importance of building self-esteem, e.g. SMILE club, advice to parents to make reading at home an enjoyable experience
3. HT and SLT supportive of time for training, department is well-resourced with wide variety of practical resources and evidence-based programmes so that interventions don't become too "dry" (good quality books and Dyslexia friendly section of the library)
4. High level of support for dyslexic students including specialists in school and drawing on higher level input from LNSS to provide expert advice which filters through to the classroom.
5. Good programme of CPD embedded at various levels starting with dyslexia awareness. Some comes from the L&NSS but also in-house advice from SpLD leads.
6. Classteachers kept well-informed on pupils' specialists reports etc. Good dissemination of information informally as well as systematically.
7. The parent interviewed gave good evidence of the graduated approach in action – sensitively handled journey from initial talk about 'bringing her up to speed' and 'some difficulties' to mention of possible dyslexia a year later and moving on to the SEN register. Parent described it as 'not a scary journey'.
8. Reading promoted as fun and enjoyable and clear message that reading at home should never become a battle between parents and children. (evidence from CT and parent).
9. Homework being differentiated (eg fewer spellings to learn for dyslexics and a focus on high frequency words). More time for children to spend on their own interest and enjoying reading etc.
10. Early identification and good tracking procedure for progress in reading and spelling on standardised tests. Results used diagnostically.

11. Parent and CT both gave evidence that differentiation is handled sensitively.
12. School is developing new style provision maps and record-keeping which will include pupil passports and greater emphasis on pupil voice. Strong evidence of pupil involvement from description of recent discussion with a child.
13. Parents kept closely involved through termly inclusion meetings in addition to standard parent/teacher meeting. Conversations are very sensitively handled and parents well-supported. Parents also supported through eg homework workshops run by EP, inclusion coffee mornings.

Areas for Development

1. Re-consider the current model whereby parents are encouraged to go for a private formal assessment for dyslexia. This means there is currently inequality of access across the school population to specialist advice/potential diagnosis. The SEND Code of Practice expects that schools draw on increasingly more specialist advice if a pupil does not respond to targeted intervention; this could be carried out, for example, by the L&NSS teacher already working in the school. Private assessments can also lead to over-identification and concern from parents/demands for support. However, the Inclusion Leads feel able to manage this and will ensure that a child's needs are met with quality first teaching where they don't believe there is a need for specific intervention.
2. Investigate how pupils feel about spelling and times tables tests. One pupil said 'my friends do better than me and I only get 4 or 5 right' Consider ways of developing and assessing spelling and times-tables so that they transfer more effectively into class work. A group of interested staff could work together on this.
3. Consider increasing and monitoring the access to resources in classrooms so that children can use these without adult support to encourage independence and self-help. E.g. personalised supports: 100 most common words next to pupil, word banks. Helpful information should be displayed at the front.



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