



The Somerset Inclusive Dyslexia Friendly Schools Initiative

Name of School: Long Sutton Primary School

Date of Accreditation: 11th July 2018

Present at Meeting: Lizzie Reynolds, Head; Kirstie Mackenzie, SENCO; Mark Long and Kathy Smith, Learning Support Service Advisory Teachers

Accreditation Meeting Report

Standard 1 Leadership and Management

The inclusive dyslexia friendly school process has been a whole school focus. Across the course of the academic year systems have become embedded to monitor and evaluate the impact of the process. The SENCO has driven the initiative and has supported colleagues in providing dyslexia awareness training and promoting the use of dyslexia friendly resources. The school has a strong inclusive ethos and there is continuity of provision from Early Years to Year 6.

Standard 2 – Teaching and Learning

Teachers make effective use of the Early Identification tracking document and the Dyslexia Wheel to identify needs at an early stage. The questionnaires completed by staff showed a good level of confidence in knowing the indicators of dyslexia and an awareness of strategies that reduce barriers to learnings; such as using rainbow writing, box dictation, the four-square method and sand trays.

In the lessons observed there was evidence of multi-sensory teaching approaches and the effective use of resources, such as talking tins, Claro Speak on ipads and laptops for recording. There were plenty of accessible help mats, word cards and other manipulatives for the children to use – they were aware of them and used them well. Children are encouraged to become independent learners using growth mindset approaches, learning muscles and the 6 'B's.

The school regularly analyses pupil data so that timely and appropriate support can be put in place. The impact of specific strategies / interventions such as ILI, Spelling Detectives and Phonic approaches is measured in the collection of both qualitative and quantitative data.

Learning passports clearly share strengths and barriers. These are regularly reviewed at Pupil Progress meetings and Annual Reviews with individual pupils to move their learning forward.

Standard 3- Classroom Environment

Our learning walk revealed consistency across classes. The classroom environment was welcoming, supportive of pupil's learning but not overly 'busy' so that pupils can clearly source what they need to help them and celebrate good work. Clear and coloured fonts are used, smartboards actively coloured to reduce 'visual stress' and a range of frameworks to record are available.

Supportive resources are made available to all children. ICT is available and effectively used to aid access to texts and record what children know as an alternative to writing. Space around the school is used effectively to support individuals and groups of children.

There is an emphasis on raising children's self-esteem and self-confidence so that they are ready to learn.

Transition is well planned and extra visits promoted to enable children to feel ready for secondary school.

Standard 4 -Partnership and Liaison with Parents, Carers, Governors and other concerned parties

Governors have been actively involved in the Inclusive Dyslexia Friendly process. There has been frequent reporting at Governor meetings on the progress the school has been making towards achieving the award. Governors carry out learning walks alongside staff members.

Parents are very happy with the support that their children receive. They are welcomed to meetings to discuss their children's needs and involved in strategies to help support their learning. Parents are signposted to additional information. There are termly Parent Forums to provide guidance. Parents were pleased to be offered the chance to attend a workshop, at High Ham, to discuss Dyslexia.

Any other relevant information

Kirstie Mackenzie has worked exceptionally hard to lead the Dyslexia Friendly Schools process and to embed its principles so that it is now

having a positive impact on pupils at the school.

Identified Targets for Development over the next three years

These were identified in consultation with the school and will ensure that the statements as set out below continue to be met.

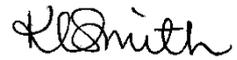
1. To share a dyslexia information leaflet with parents by including a link on the school website.
2. To continue to maintain an enhanced level of dyslexia awareness with all staff via an annual staff meeting with a focus on dyslexia and by completing the questionnaire found in the framework document.
3. To liaise with the local secondary school at transition to help ensure continuity of provision for those with identified needs.
4. To consider using lower case stickers on laptops available for pupil use to speed up the typing process – ref www.inclusive.co.uk

In accrediting the school we recognise that:

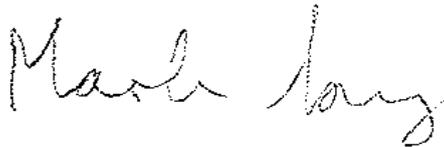
- You are able to identify pupils with dyslexia through observation and assessment
- You build up a clear profile of a learner's strengths and weaknesses and preferred learning styles
- You use this information to plan effectively
- You do not wait for assessments from outside agencies before taking action
- You are able to put strategies in place to remove barriers to achievement for pupils with dyslexia
- You are able to plan literacy interventions to enable progress
- You train new staff to increase their awareness of the difficulties faced by pupils with dyslexia
- You are flexible and creative in supporting pupils with dyslexia
- You set high but realistic targets for pupils with dyslexia and monitor progress through scrutiny of data
- You communicate effectively with parents and see them as partners in the education of the children and young people in your care

Somerset's Learning Support Service are pleased to accredit Long Sutton Primary School with Inclusive Dyslexia Friendly Status for the period 2018-2021.

Signed:



Katherine Smith
Learning Support Service Advisory Teacher



Mark Long
Learning Support Service, Lead Advisory Teacher

Date: 11th July 2018