



BDA Dyslexia Friendly Quality Mark Schools

Woodlane High School

Verification Report

Verification Visit: 8th December 2009

Verifier: Joanne Gregory – Quality Mark Development Manager, BDA

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British Dyslexia Association Dyslexia Friendly Quality Mark Award

Verification Report

Woodlane High School, Du Cane Road, London, W12 0TN

Date: 8th December 2009

Initial Comments:

All members of staff within Woodlane High School involved in the Dyslexia Friendly Quality Mark should be congratulated on their hard work in developing and achieving a high standard of dyslexia friendly provision.

The commitment and dedication that has been given to this initiative has been clearly demonstrated within the evidence supplied and during the verification visit itself.

In particular, Helen Ford, Deputy Head Teacher should be mentioned for supplying the verifier with a clear and comprehensive set of evidence that was both thorough and logically structured.

In addition, Mrs Ford is to be thanked for the work undertaken as an ambassador for the Quality Mark process in her support of dyslexia friendly practices for schools throughout the Borough.

Review of Practice Against Standards

Standard One – Leadership and Management

For a full description of the criteria, please refer to the British Dyslexia Association Quality Mark standards documentation.

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.2	<p>A full range of documents has been presented in support of this criteria. The “Policy and Guidance for Supporting Pupils with Dyslexia” for the London Borough of Hammersmith and Fulham has been discussed and reviewed.</p> <p>Whilst it is understood that this policy is currently in draft format it is very much in the final stages of preparation for distribution. Throughout this policy, the processes adopted by Woodlane High School have been used as key examples for good practice for dyslexia friendly provision. The policy is to be disseminated across schools and centres for learning within the Borough.</p> <p>The policy refers to a 3 wave intervention programme which has been developed to incorporate the recommendations of the Rose review. The key aim of the process is to ensure effective literacy provision at primary level. More specifically the process allows for:</p> <p>Wave 1 – the effective inclusion of all children in regular and high quality English lessons Wave 2 – Additional small-group intervention for children who can be expected to catch up with their peers as a result of the intervention. Wave 3 – Specific, targeted, individualised intervention for children who are working well below age-related expectations in literacy to accelerate progress.</p> <p>Helen Ford, Deputy Head Teacher, Wood Lane High School is acknowledged as having a key role in the development and review of this policy.</p> <p>The whole document has been reviewed, in particular, Wave 2 makes reference to the fact that “Teachers need to have detailed assessment information in order to match the appropriate programme to the pupil and the skills the pupil needs to develop”. Reference is made to plans for the LEA to assist schools in the provision of effective support and refers the reader to appendices’ for rolling programme of training and workshops.</p>	Working towards

Standard One, criteria 1.2 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.2	<p>Whilst this programme is not available within the current draft format a full copy is to be provided to the BDA upon the policy's completion.</p> <p>Please refer to action point 1 of this report</p> <p>This section also acknowledges that "Parents / carers may be involved in supporting work of any specific programme through reading with their child and practising learning targets. Some may need support and guidance in how to do this". In support of this requirements the document "A Guide for Parents: Demystifying Dyslexia" has been presented. This publication is stated as "intended to help parents understand how dyslexia is recognised and addressed in Hammersmith and Fulham Psychology in Education Service. It gives advice on what is needed to help children with dyslexia succeed in their reading and spelling". The publication also makes reference to the 3 wave process mentioned above, informing parents of the process and the help and support available to their children, demonstrating a joined up approach and an excellent example of how the policy has been utilised.</p> <p>Wave 3 – makes reference to the DCSF guidance on support and resources available centrally to schools within the LEA. Whilst the publication includes details on the key characteristics of successful support and intervention programmes, it is understood that a full list is to be provided within the policy appendices.</p> <p>Please refer to action point 1 of this report.</p> <p>Other policy documents presented in support of this criteria include:</p> <p>Woodlane High School Teaching and Learning Strategy – Improving Teaching and Learning Skills – This document makes specific reference to:</p> <ul style="list-style-type: none"> • The accessibility of lessons and the curriculum for all pupils and the need to address individual needs. • The need for staff to use a wide range of strategies and teaching styles to enable pupils to access the curriculum 	<p>Achieved</p> <p>Working towards</p> <p>Achieved</p>

Standard One, criteria 1.2 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.2	<ul style="list-style-type: none"> • Their responsibility to address the range of SEN presented in the school. • To provide access and support for staff development in order to meet the full range of SEN, to understand and value the needs and learning styles of all pupils • Have appropriate skills and expectations to facilitate real learning and progress. • Be dyslexia friendly and ensure that pupils with specific learning difficulties are acknowledged, supported and given real opportunities to make progress with their areas of difficulty. <p>School Core Policy – Promoting Positive Behaviour. Strategies to combat bullying - creating a supportive climate:</p> <ul style="list-style-type: none"> • Teaching pupils about the inclusive society through a whole school attitude and the assemblies. This includes learning about each others' differences and being aware of (and supportive of) differing needs and abilities. <p>Supporting Pupil Progress Through Effective Assessment</p> <ul style="list-style-type: none"> • Good assessment takes heed of the areas being assessed. Unless spelling or the quality of writing is the focus of assessment, it should not be the main source of marks. This is particularly pertinent for dyslexic students, for whom too great a focus on spelling can be demoralising. <p>Woodlane High School SEN Policy</p> <ul style="list-style-type: none"> • If pupils are considered to need extra literacy or numeracy support, or need a dyslexia assessment, this can be done within school by the Deputy Head (who holds the relevant qualifications). <p>Equal Opportunity, Racial Equality and Harassment Policies</p> <ul style="list-style-type: none"> • In developing the curriculum we will ensure that all pupils have appropriate access to all areas of the curriculum, provided at a suitable level and differentiated according to need. This includes ensuring lessons adhere to the needs of children with specific learning difficulties, speech and language and communication needs and physical or emotional difficulties. 	Achieved

Standard One, criteria 1.2 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.2	Evidence that these strategies are utilised throughout the school has been presented in staff and pupil interviews and classroom observations.	Achieved
1.7	<p>Evidence presented confirms that data is available to indicate the following, demonstrating changes over time to reveal the impact of dyslexia friendly practice.</p> <p>Meeting with school Head Teacher has confirmed that a robust system for recording pupils needs and progress against specific measures over time is available and used for monitoring progress and change, fully meeting the criteria specified below.</p> <ul style="list-style-type: none"> • The numbers of pupils needing external support for dyslexia. This should reduce with the introduction of dyslexia friendly provision. <p>It has already been confirmed that the Deputy Head, Helen Ford is a qualified specialist teacher and SENCo within the school, therefore able to offer much of the specialist support required of pupils, internally. In addition to this however, the school has significant access to external support through the Borough such as speech and language and OT support, e.g. OT provision is made accessible within the school for 2 / 3 days per week. Data provided confirms 11 support criteria offered by the school i.e. CENMAC, computer aided support, RESPOND, mental health support, etc. This information has indeed been quantified by the schools internal data collection processes.</p> <p>The school operates within a “buy back” system of specialist support from the Borough. Due to the high levels of expertise the school has been able to provide this specialist provision to other schools within the area, demonstrating good links and working practices achieved.</p> <ul style="list-style-type: none"> • The level of incidence of literacy and numeracy difficulties 	<p>Achieved</p> <p>Achieved</p>

Standard One, criteria 1.7 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.7	<p>Evidence presented confirms that the school holds robust data recording children's reading age. The school has just started to record data referencing pupils spelling, as of September 09. Pupils are required to complete a piece of free writing at the beginning of each year in Sept, progress will continue to be monitored year on year for improvement, further support and appropriate intervention. Pupils are also required to complete a numeracy test, in year 7. This information is also used to academically streamed pupils according to their level of academic need. As would be expected, parents are given access to their child's data in order that they themselves can see year on year progress, since entries were recorded, upon the child's entry into the school.</p> <p>Sample selected has given evidence of a student who started school in Year 8 with a reading score of 8yrs 9 months. Database shows his reading age now as 13yrs 3 months – now 16 years old. Progress records an occasional dip in his progress, however the system has allowed for each result to be questioned and reasons 'why?' ascertained. In this particular case the student is recorded as a school phobic and non-attender – dip occurred when non attending. The situation was talked through with him; he was shown the results and explained what was happening and the impact on his reading age. Realized himself that there was a need to come into school more. Attendance now up to 80%. Not practiced with all students however "Charlie" was a particularly mature pupil. This process has also recorded a positive impact on his younger brother, which has again been evidenced through the data collected.</p> <ul style="list-style-type: none"> The percentage of children with very low attainment in literacy and /or numeracy at the end of their key stage, compared to similar schools. <p>It is understood that Woodlane offers a specialism for support of SEN pupils within the Borough, this therefore makes comparison difficult.</p> <p>However, it is noted that data both accessible to and collated by the school, provides a quantitative account of attainment levels of literacy and numeracy within Woodlane showing beginning and end of academic year against other schools within the Borough.</p>	<p>Achieved</p> <p>Achieved</p>

Standard One, criteria 1.7 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.7	<p>Review of the Secondary Achievement database is provided by the local authority through discussion a year on year comparison over Key Stage 4 has been viewed and analysed, confirming the level of data available to the school in order to review practice and positioning.</p> <ul style="list-style-type: none"> The value added progress for children starting their key stage with well below average attainment in English and /or mathematics, compared to national transition matrix data. <p>Again, substantial data presented during interview with Head Teacher confirms that the progress of children starting their key stage with well below average attainment is monitored in comparison with national transition matrix data.</p> <ul style="list-style-type: none"> Parent / carers general satisfaction levels with how the school is meeting their child's needs. <p>Please refer to the process explained within Standard 4.2 of this report, which confirms in detail the lengths the school has gone to ensure that records of levels of satisfaction are sought and monitored from parents / carers on how the school is meeting the needs of their children.</p> <ul style="list-style-type: none"> Where appropriate, the number of requests from the school for support training and assessment of specific learning difficulties. <p>This criteria forms one of the main business functions of the school, in that children are assessed for their particular learning needs in order that appropriate support and learning interventions may be applied on an individual basis. Again, evidence on this activity has been presented throughout this report and statistical data has also been viewed to support this practice.</p> <p>Detailed information has also been provided on the provision of support training offered by the school, both in terms of INSET arrangements and indeed services provided back to the Borough and the schools contained within. In addition information has been presented of parents awareness event hosted by the Borough and made accessible to all parents at the school.</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>

Standard One, criteria 1.7 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
<p>1.7</p>	<p>In addition, reference has also been made to the level and quality of information provided to parents as required by both school and Borough policy and strategy.</p> <ul style="list-style-type: none"> • Where applicable the number of tribunal cases and reasons for proceeding. <p>Data held within the school has allowed us to review the number of tribunal cases within the school, with evidence of two tribunal cases discussed. The Deputy Head Teacher has attended each tribunal, both of which have been won by the school.</p> <p>One case referred to the speech and language needs of a particular pupil where the parents requested the pupil attend a specialist school. The findings of the tribunal supported the schools evidence that Woodlane could support the needs of the child more effectively.</p> <p>The results of both tribunals discussed show that both pupils not attend Woodlane and that there has been no need to referred to other specialist support providers within the Borough.</p>	<p>Achieved</p> <p>Achieved</p>
<p>1.9</p>	<p>Evidence presented confirms that the school has established a framework for self evaluation (e.g. an audit document). This shows a continuum of development for effective inclusion including dyslexia friendly practice.</p> <p>In addition to the evidence presented in standard 1.7 of this report, the Self Evaluation Form has been presented as evidence showing a clear process for ensuring that the school has developed processes to meet the dyslexia friendly practice within its provision.</p> <p>It has also been evidenced that the school adheres to a self evaluation process across schools. This process has been confirmed by all teachers interviewed. Commenting that the Deputy Head conducts an audit check at the beginning of school term and throughout the year. This audit reviews teaching practice and classroom layout based on BDA Dyslexia Friendly Quality Mark documentation.</p>	<p>Achieved</p>

Standard One, criteria 1.9 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.9	<p>To support this, evidence of the review has been provided and again, commented upon by teaching staff interviewed. Feedback takes place on an individual basis and is then formally recorded in a report issued to the appropriate teacher. Completed observation reports have been seen and the comments recorded, such as, ensuring that the light at the front of the class room is turned off to aide visualisation of the interactive white board. It has been acknowledged that at present there is no formal process for documenting that the points recorded for action have been conducted, however this has been noted and measures are to be put in place marking reference to the previous observation, recoding any improvements made following points noted for further action and the date of the next review. Please refer to action point 2 of this report.</p> <p>In addition, the document “Creating a Dyslexia Friendly School – Targets for Meeting the BDA Standards” has been presented. This item clarifies progress towards the standards and points for action against each criteria to be completed. This information is, however presented in summary format complete with agreed deadlines for implementation and a recording of those items in place or completed.</p>	Working towards

Standard Two – What is the quality of learning?

For a full description of the criteria, please refer to the British Dyslexia Association Quality Mark standards documentation.

Criteria Sampled	Comments	Achieved/Not Yet Achieved
2.3	<p>Evidence presented supports that there are clear Programmes of Learning in place:</p> <ul style="list-style-type: none"> • That there are clearly defined classroom based intervention and support strategies. <p>Evidence has been presented of the strategies used to support dyslexic learners, issued to all teaching staff. These are not identified as targets for the student.</p>	Achieved

Standard Two, criteria 2.3 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
2.3	<p>Listed next to each strategy are the details of those students that could benefit from the particular strategy. It is also recognised as a core principal throughout the school that, what works for a dyslexic pupil will probably benefit those with other learning difficulties. It is confirmed that these strategies are issued once a year to all members of staff.</p> <p>The school operates a policy of eight students per class (school has 75 students throughout). With regard to regulation of teaching practice it has been evidenced that the BDA checklist for observation, taken from the standards, has been used by the school to regulate Dyslexia Friendly teaching practice. Indeed items from the document have been lifted and included within the strategies document “Improving Teaching and Learning” which makes specific reference to individualised learning.</p> <p>In addition, the school does not implement homework as a policy. It can be confirmed, through observation, that work is marked using different coloured pens as part of the schools positive support strategy. Here verbal feedback is provided individually rather than in front of the class. Please also refer to the comments noted in regards to Marking Policy and SEN Policy for the school.</p> <p>These practice are also supported by the “Policy and Guidance for Supporting Pupils with Dyslexia”, referenced in standard 1.2 of this report. The policy allows for assessment and support throughout the process adopted for Wave 2 (small group intervention) and Wave 3 (specific, targeted, individualised intervention).</p> <p>This practice is further supported by the programme of Inset Training provided to members of staff. Such events as “Dyslexia – writing”, “Dyslexia – classroom”, “Dyslexia / Dyscalculia” thought discussion it has been confirmed that the focus of such events is to provide members of staff with awareness and more specifically interventions and strategies for support. A detailed programme has been presented and discussed, which reflects the training that has been provided to the school throughout 2004 to 2009. This practice is to continue throughout 2010 and beyond.</p>	Achieved

Criteria Sampled	Comments	Achieved/Not Yet Achieved
2.3	<ul style="list-style-type: none"> • Appropriate, evidence based intervention programmes are implemented. There should be clear evidence that suitable learning challenges are set. <p>Through discussion it has been established that no IEP's are conducted within the school, each child is sat with their form tutor and literacy teacher and is set two targets, one learner target and one literacy target as a minimum (once completed are then set a new ones). These targets are reviewed at the end of each term with the child and their form tutor to see if they have been met. A database of targets has been seen, all teachers and teaching assistants have access to the database.</p> <p>In addition, annual reviews are conducted to setting five targets (parents are also involved in this process). The first two are the learner and literacy targets set above. The remaining three are a combination from speech and language therapist report (emphasis is made not to overlap but to tie in all together), additional is the Year 9 -11 links with connections teams.</p> <ul style="list-style-type: none"> • Diverse learning needs are met and potential barriers to achievement are overcome. <p>Please refer to the policy introduced in standard 1.2 of this report, "School Core Policy – Promoting Positive Behaviour", Strategies to combat bullying - creating a supportive climate:</p> <ul style="list-style-type: none"> • Teaching pupils about the inclusive society through a whole school attitude and the assemblies. This includes learning about each others' differences and being aware of (and supportive of) differing needs and abilities. <p>This policy also makes reference to a 3 point warning system incorporated within the school, allowing pupils to reflect upon their behaviour. All incidents of behaviour are logged and managed by the Deputy Head Teacher. The school also operates a merit system to reward good behaviour as well as academic achievement i.e. for holding open doors, being polite, trying hard to achieve a target. When 10 merits are achieved they are converted to a mega merit equivalent of £1, which the pupil can spend it at the end of the year.</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p>

Standard Two, criteria 2.3 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
<p>2.3</p>	<p>Compliance with this standard has been seen, as above. Again please refer to the initiative “Policy and Guidance for Supporting Pupils with Dyslexia”, referenced in standard 1.2 of this report. The policy allows for assessment and support throughout the process adopted for Wave 2 (small group intervention) and Wave 3 (specific, targeted, individualised intervention). Reference to policy 3 wave process.</p> <p>Please note that evidence to support this standard has been seen throughout staff interviews and classroom observations.</p>	<p>Achieved</p>
<p>2.6</p>	<p>Evidence presented confirms that the school is also ensuring the following:</p> <ul style="list-style-type: none"> • A marking policy ensures pupils are assessed on the basis of their knowledge (rather than poor spelling). Marking should be for success and identifying development and improvement points. <p>Please refer to the comments supporting the schools policy for “Supporting Pupil Progress Through Effective Assessment – The assessment, Marking, Recording and Reporting Strategy at Woodlane” made throughout standard 1.2 and 2.3 of this report. The document has been presented for discussion and review and the evidence presented though interviews and observation confirms that such processes are instilled throughout the school.</p> <ul style="list-style-type: none"> • Procedures are in place for ensuring smooth progression through school, particularly during all transition phases. <p>It has been stated that the school has two ‘transition’ teachers and a Key Stage 3 & 4 manager to aid transition. Year 7 pupils are taught by just two tutors, keeping in line with primary school teaching and ensuring that transition is not too stressful.</p>	<p>Achieved</p> <p>Achieved</p>

Standard Two, criteria 2.6 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
2.6	<p>The transition manager is responsible for transition plans from the primary to secondary setting. Before the pupil attends Woodlane, the manager will visit the pupil within the primary school, this visit will include the SENCo and the parents. The visit focuses upon establishing the needs of the pupil and what will need to be put in place to manage their transition. In addition, the manager will attend Year 6 annual reviews at the primary school. Woodlane received pupils from approx. 7 primary schools across the Borough. Induction events at Woodlane, encourage the pupil to attend the school for a day on their own and again, with their parents.</p> <p>Partners such as Connections support this process and conduct a “moving on” plan with each student, at Year 9, 10 & 11. These reviews ensure a background with the learner is established and detail any extra support that may be needed by the learner to support their transition into mainstream college. It has been recorded that such support can include literacy, emotional, exam concessions, transport arrangements, etc. It is also recorded that all students attending Woodlane progress to attend mainstream college. The connections team works with the pupil up until their 25th Birthday.</p> <ul style="list-style-type: none"> • Pupils are encouraged to develop ‘life skills’, such as problem solving, decision making, stress management, communication and emotional literacy. <p>Evidence has been presented of the development programme in place to encourage ‘life skills’ within pupils attending Woodlane. For example, ASDAN, Year 7 – 10 pupils are taught physical, social citizenship, health education, including budget management, relationships and keeping healthy. Year 11 pupils are taught interviews skills and techniques, anger management, relationships, completing forms, etc. Timetable evidence presented confirms that such subject areas are inclusive within the curriculum and timetabled to take place.</p>	<p>Achieved</p> <p>Achieved</p>

Standard Two, criteria 2.6 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
2.6	<ul style="list-style-type: none"> • Expertise is in place to manage reasonable adjustments and for school tests. Provision is made in good time and throughout the school career so that pupils are taught how to use the time and any resources appropriately. <p>The schools assessment timetable has been presented as evidence to support this criteria, and indeed details time bound points for action to ensure that reasonable adjustments for tests and examinations are conducted in a timely manner. Such adjustments are quoted as: “July – submit special consideration forms if necessary”, and “May – Centre to ensure scribes and moderators are available and that resources and exam room are prepared”.</p> <p>In addition to this, during Year 10 & 11 reviews, leaflets are issued detailing the following:</p> <ul style="list-style-type: none"> • Guide for Teachers and TA’s – Access Arrangements for GCSE and Entry Level Exams • Guide for Parents - Access Arrangements for GCSE and Entry Level Exams. • Guide for Parents – Dyslexia – why is reading so difficult? <p>These leaflets keep all parties informed as to what are access arrangements? And how they can be set up for a pupil?</p> <p>Continuation of support is provided in the use of ICT and other resources. A full resource list has been provided for both SpLD resources and SpLD books. The list provides teachers and TA’s with a comprehensive review of the items accessible, the areas of difficulty they can support and a brief description of what the resource entails. Discussion has confirmed that these are made accessible to teaching staff and TA’s throughout the year in order to support pupils.</p>	Achieved
2.9	<p>The school is able to report on measureable outcomes of their inclusive practice.</p> <p>Evidence provided in standard 1.7 of this report confirms a reading age assessment spreadsheet has also been presented which confirms a positive trend of measurable outcomes being recorded by the school in regards to its inclusive practice achieved.</p>	Achieved

Standard Two, criteria 2.9 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
2.9	<p>In addition to this, evidence has been provided of the Fisher Family Trust database, which measures achievement and value added context. This programme was previously provided by the Borough, however it has been confirmed that Woodlane have made their own investment as a specialist provision.</p>	Achieved

Standard Three – Creating a Climate for Learning

For a full description of the criteria, please refer to the British Dyslexia Association Quality Mark standards documentation.

Criteria Sampled	Comments	Achieved/Not Yet Achieved
3.1	<p>Evidence presented confirms the implementation of access strategies and dyslexia friendly teaching strategies and support is evidence across all curriculum subjects.</p> <p>The school has presented this process as being a key area of focus evident through its SEN Policy and its strategy for Improving Teaching & Learning Skills.</p> <p>More significantly, this has been evidenced through schemes of work presented and indeed lesson observations conducted throughout this verification.</p>	Achieved
3.4	<p>Evidence that effective measures are in place to deal with harassment or bullying relation to SEN.</p> <p>This again has been evidenced within the schools policy documents as presented within standard 1.2 of this report and throughout.</p> <p>In addition, it can be confirmed that the effectiveness of these policies into working practice were witnessed during a classroom observation conducted during the verification visit.</p>	Achieved

Criteria Sampled	Comments	Achieved/Not Yet Achieved
4.4	<p>Evidence of the procedures followed to log and take action on parental concerns e.g. awareness of complaints procedures.</p> <p>The Schools SEN Policy does give reference to the arrangements for the treatment of complaints which confirms the process outlined below.</p> <p>Due to the size of the school and the relationship the school has with parents, there is no set procedure for a complaints. It is however understood that parents can contact the school at any time to discuss any concerns that they might have. Leaflets issued to parents:</p> <ul style="list-style-type: none"> ○ Guide for Parents – Dyslexia ○ Guide for Parents – Access Arrangements for GCSE and Entry Level Exams <p>Both contain the full contact details of the school, along with direct email address for the Specialist Teacher (Deputy Head). In addition, both leaflets make specific reference to “What do I do if I feel my child isn’t getting all of the support they need?” In both instances the parent is encouraged to contact the school to discuss their issue.</p> <p>More specifically, calls coming in are logged and recorded by hand within a “Contact with Parents” book. Details of the call are taken and nature of the discussion. If this discussion could not be resolved by the member of staff taking the call it would be referred to SMT. If the issue still could not be resolved it would be passed to the Governors. As yet no unresolved issues with parents have been received and the school has never had to refer issue to the governors.</p>	Achieved

Action Points:

- 1. Throughout this report, significant reference has been made to the document “Policy and Guidance for Supporting Pupils with Dyslexia” for the London Borough of Hammersmith and Fulham. It is fully acknowledged that the policy document is in the very final stages of preparation for distribution. However it represents an exemplary standard of good practice for the Borough.**

It is therefore requested that a copy of the final format of this report is presented to the BDA upon its completion (estimated in early 2010). More specifically, the document should evidence plans for the LEA to assist schools in the provision of effective support and the rolling programme of training and workshops due to be detailed within the documents appendices.

In addition, Wave 3 of the process detailed within the document, makes reference to the DCSF guidance on support and resources available centrally to schools within the LEA. Whilst the publication includes details on the key characteristics of successful support and intervention programmes, it is understood that a full list is to be provided within the policy appendices. Again a copy is requested.

Please refer to standard 1.2, standard 2.3 and standard 4.1 of this report for further details.

- 2. Upon review of the process for observing dyslexia friendly classroom practice, it has been acknowledged that at present there is no formal process for recording that points raised for action have been conducted. It has therefore been agreed that the system is to be reviewed and the process is to ensure reference to the previous observation and evidence that points for action have indeed been adhered to, as well as confirmation of the date of the next review. Please refer to standard 1.9 of this report for further details.**
- 3. Senior managers to continue to monitor and evaluate the effectiveness of dyslexia support to ensure that standards are maintained. It would be suggested that such a review takes place on an annual basis.**

Conclusion:

The British Dyslexia Association feels that following this verification process it is delighted to award The Dyslexia Friendly Quality Mark to Woodlane High School.

The BDA does, however, reserve the right to monitor the Woodlane High School during the life of the award, (awards are subject to re-verification after 3 years) as part of its own monitoring and quality processes.

Verification Outcome:

Dyslexia Friendly Quality Mark Achieved

Signed: