

# British Dyslexia! Association



## Wood Lane High School

### Re-Verification Report

Date of Verification: Friday 16<sup>th</sup> November 2012

Verifier: Joanne Gregory, Quality Mark Development Manager, BDA

Quality Mark Status: **Achieved**

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## **Verifier's Comments:**

All members of the Service involved in the Dyslexia Friendly Quality Mark are to 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 process of the verification visit itself. In particular, Helen Forde is to be acknowledged for her hard work and dedication to ensuring a positive outcome for the school.

It is noted that despite the fact that Helen was unexpectedly off on sickness leave on the day of the visit, colleagues and members of staff were able to provide the Verifier with continued information and guidance clearly demonstrating a whole school approach to the provision.

The verifier would therefore like to convey her thanks and appreciation to all members of staff for their assistance and for the excellent practices that were observed.

**Joanne Gregory**  
**Quality Mark Development Manager**  
**British Dyslexia Association**

## Review of Points for Action from Previous Verification

### Action Point

1. 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.

### Response

It is acknowledged that a full copy of the Policy and Guidance for Supporting Pupils with Dyslexia – London Borough of Hammersmith and Fulham Children’s Services, Sept 2009’ has been made available during the verification. Helen Forde is referenced as a key contributor to the contents of the policy. The aim of the policy is to have ‘a shared and coherent rational and understanding; and a common approach to the identification, assessment and support provided for pupils with dyslexia.’ Contents includes reference to identification, assessment and support, additional support interventions and specialist support in Hammersmith and Fulham.

The extent of training provision conducted within the school has been made evident from the listing provided within standard 1.4 of this report and is to the satisfaction of the verifier. It is also confirmed that Appendix One of the document include a list of resources, such as web links to the Inclusion Development Plan, links to Ruth Miskin's 'Read Write Inc', National Literacy Strategy etc.

With reference to WAVE 3 intervention programme – supporting evidence of the use and guidance for intervention is confirmed in the revised policy document – each stage of the WAVE programme is explained in full.

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.

## **Response**

A detailed and robust system is in place. Evidence is presented of information from audits being used to inform staff of good practice and areas for improvement. This process is detailed and addressed in standard 3.2 and throughout this report. An example of a revised observation form has been presented in evidence to support this action point. The final page includes:

“following the observation, the following targets should be reached by -  
.....(date)”.

Through discussion it is confirmed that a second observation is conducted if negative practice is recorded (dependent upon the severity of the practice). Verbal feedback is given straight away and copies of observations are retained in staff files.

Reviews are conducted twice a year however it is noted that other monitoring reviews take place on a regular basis to review dyslexia friendly practice, such as adherence to marking policy, etc.

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.

#### Response

Through discussion it is confirmed that senior managers are actively engaged in monitoring and evaluating the effectiveness of dyslexia support and ensuring that standards are maintained. This has been further evidence within the school development plan, referenced in standard 1.1 of this report. Priority three of the plan acknowledges the schools attainment of the BDA Dyslexia Friendly Quality Mark and confirms commitment to the process with a target for achieving re-verification in December 2012.

All points for action identified within the previous verification, are therefore confirmed as addressed.

## 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
1.1	<p><b>Evidence is found in the School Development Plan that targets have been set to achieve Dyslexia Friendly Status, and how this will be monitored and evaluated on an on-going basis.</b></p> <p><b>This should be:</b></p> <ul style="list-style-type: none"> <li>• <b>Developed in consultation with a wide range of stakeholders, including parents/carers; and</b></li> <li>• <b>Effectively communicated to those stakeholders.</b></li> </ul> <p>A copy of the schools development plan 2012 – 2013 has been presented and confirms the schools compliance to this criteria. More specifically, priority point 1 of the plan references ‘Quality of Teaching’, where it is noted that HF has been appointed as director of dyslexia and teaching strategy to oversee strategic implementation of staff development. This is stated to include the practice of ‘planning and implementation of effective questioning strategies observed in classroom’. Evidence of lesson observations have been presented in evidence to demonstrate embedded practice and how this is monitored and evaluated to ensure informed provision.</p>	Achieved

Standard One, Criteria 1.1 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.1	<p>Further compliance to the criteria is supported with direct reference to INSET training on multisensory teaching practice provided by the Helen Arkell Centre.</p> <p>Supporting correspondence provides confirmation of this training event. The development plan also stipulates that continued monitoring of dyslexia friendly practice and provision of targeted support where required will be provided by HF.</p> <p>Priority three of the plan acknowledges the schools attainment of the BDA Dyslexia Friendly Quality Mark and confirms commitment to the process with a target for achieving re-verification in December 2012.</p> <p>In addition, reference is also made to the hand out issued to parents along with a covering letter providing information on being a dyslexia friendly school.</p>	Achieved
1.4	<p><b>School governors and parents are involved and understand the role they can play in promoting dyslexia friendly practice. Evidence can be found that these groups have participated in training (e.g. awareness, homework support etc.).</b></p> <p>Extensive evidence has been provided in support of this criteria, demonstrating full compliance by the school. A signed statement has been provided confirming that 'all Governors are invited to training sessions' within the school.</p>	Achieved

Standard One, Criteria 1.4 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.4	<p>Evidence is also presented of information being issued to parents on a regular basis.</p> <p>Further support of this criteria has been provided within an INSET / training schedule for the school listing the following items as relevant to criteria:</p> <ul style="list-style-type: none"> <li>• Effective support for Students with Dyslexia – 5<sup>th</sup> September 2012 – delivered by Helen Arkell Centre and available to all staff.</li> <li>• Numeracy / Dyscalculia Training for TA's – 25<sup>th</sup> March 2011 – delivered by Creative Education and available to TA's and LI.</li> <li>• Improving Reading using Accelerated Scheme – 26<sup>th</sup> April 2011 – INSET event – all staff</li> <li>• Handbook / School Plan – 5<sup>th</sup> September 2011 – Am Inset – Peter Harwood – all staff</li> <li>• Dyslexia Friendly teaching Strategies – 6<sup>th</sup> September 2011, Helen Forde – INSET pm – all staff</li> <li>• TA Handbook / Induction – 7<sup>th</sup> September 2011 – pm Brigit Simmons – supply TA's</li> <li>• Communicate in print – 16<sup>th</sup> April 2011 – Sara Clarke – all staff INSET</li> <li>• Visual Resources – 8<sup>th</sup> May 2011 – Sara Clarke and Sarah Peters – all staff INSET</li> </ul> <p>Historical records have also been provided for 2009.</p>	Achieved

Standard One, Criteria 1.4 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
<p><b>1.4</b></p>	<p>A CPD file for a member of staff has been reviewed to confirm contents of selected items listed above.</p> <p>Evidence of communication with parents has been seen in the previous criteria, however, in addition, further evidence has been presented of the schools informative leaflet ‘Dyslexia – why is reading and spelling so difficult – guide for Parents’</p> <p>All letter issued to parents are up-loaded onto the school website. Communication with parents is further supported by the process of daily reports which must be signed by parents and returned to the school the next day.</p>	<p><b>Achieved</b></p>
<p><b>1.9</b></p>	<p><b>The school has established a framework for self-evaluation (e.g. an audit document). This should show a continuum of development for effective inclusion including dyslexia friendly practice.</b></p> <p>Compliance with this criteria has been demonstrated through the schools self-evaluation framework ‘context and characteristics of the school’ where grades allocated of each aspect of the management framework are validated by evidenced of practice. This process demonstrates a continuation of practice recorded within the initial verification report. An updated Record of Evidence document has also been utilized to ensure continued development of practice against the standards of the award.</p>	<p><b>Achieved</b></p>







Criteria Sampled	Comments	Achieved/Not Yet Achieved
2.5	<p><b>Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to homework:</b></p> <ul style="list-style-type: none"> <li>• <b>Provided on separate sheets, scribed into homework diaries or recorded on a Dictaphone.</b></li> <li>• <b>Differentiated including choice of recording method.</b></li> <li>• <b>Discussed with parents as required.</b></li> </ul> <p>Reference is made to the schools 'Teaching and Learning Strategy' 2010. Section 5.3 details 'Delivery of Homework' and states 'Pupils should record homework and deadlines in their planners. Homework instructions should be clearly written down for dyslexic pupils, and made accessible online. Clear and realistic deadlines for the submission of homework should be set, communicated and confirmed with the pupil, they should be recorded for all dyslexic pupils.'</p> <p>Samples of pupil homework (literacy and numeracy) have been provided to show full compliance with the schools marking policy. Homework tasks have been provided in a range of formats – work sheets, requiring minimal writing and accessible for completion online.</p> <p>In reference to discussion with parents, attention is again drawn to the schools daily reporting procedures where parents sign and return items on a daily basis.</p>	Achieved

<b>Criteria Sampled</b>	<b>Comments</b>	<b>Achieved/Not Yet Achieved</b>
2.9	<p><b>The School is able to report on measurable outcomes of their inclusive practice.</b></p> <p>Evidence presented clearly demonstrates that the school is able to report measurable outcomes of inclusive practice. Again results of the Fischer Family Trust – case studies have been provided across three learners all showing “actual grade achieved above most likely grade”. In addition to the detail of information recorded, evidence presented full supports that there is in place a robust system for monitoring the effectiveness of such inclusive practice.</p>	<b>Achieved</b>

## 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
3.2	<p><b>Evidence of adapted classroom organisation is found and attention is paid to the following adaptive practices:</b></p> <ul style="list-style-type: none"> <li>• <b>Seating, lighting and the position of resources.</b></li> <li>• <b>Key words and clearly labelled resources.</b></li> <li>• <b>Information on non-white paper (e.g. cream) where relevant with an accessible font and layout.</b></li> <li>• <b>Alternatives to copying from the board.</b></li> <li>• <b>Use of overlays where appropriate.</b></li> <li>• <b>Collaborative learning and peer support.</b></li> <li>• <b>ICT is used to support pupils learning. Computer screens and text size is adjusted where appropriate.</b></li> <li>• <b>There is an audit of resources available within school for supporting pupils with dyslexia and SpLD. For example:</b> <ul style="list-style-type: none"> <li>➤ <b>magnetic letters;</b></li> <li>➤ <b>ICT software;</b></li> <li>➤ <b>electronic spellers;</b></li> <li>➤ <b>literacy games;</b></li> <li>➤ <b>‘goody box’ of resources (word mats, coloured filters, alphabet on the wall etc.).</b></li> </ul> </li> </ul>	<p><b>Working towards – please refer to Action Point 1 of this report</b></p>

Standard Three, criteria 3.2 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
<p><b>3.2</b></p>	<p>Compliance with this criteria has been demonstrated within classroom observations conducted during the verification. It is acknowledged that classroom audits for dyslexia friendly practice are conducted annually by HF. This is supported by email evidence issued to members of staff informing them of the impending February 2012 audit. Evidence of completed records have also been provided, showing praise for good practice and gentle guidance for improvement have been provided. It is understood that this feedback is provided to the member of staff following the audit and any training needs are also addressed. A report is then issued across the school detailing the findings of the audit. A copy of the report for Feb 2012 has been provided and lists areas of strength (labelling, keywords, writing, rules displayed and general rapport) as well as areas needing development (too much discussion, tasks on board, speech and language therapist strategies, planners not used, not enough writing – empty desks, homework, individual student support, not enough partnership). This process demonstrates a thorough approach with a wide range of practices being reported and constructive feedback delivered both on an individual and generic basis.</p>	<p><b>Working towards – please refer to Action Point 1 of this report</b></p>

Standard Three, criteria 3.2 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
<p><b>3.2</b></p>	<p><b>Action Point 1</b></p> <p>Whilst it is recognised that this is an excellent process for ensuring good practice some of the points identified within the feedback report are significant in their detriment to good practice. For example ‘ Mohammed - remember our pupils should not be told off for their needs, particularly when they are involuntary’, under SaLTs – ‘After discussion, it appeared that teachers were largely leaving the individual strategies to the TAs to use, but the TAs were unclear as to how and when to best use the strategies, and sometimes were unable to implement them due to a lack of explicit information from the teacher’.</p> <p>It would therefore be useful to see previous (and subsequent) feedback reports in order to demonstrate and evidence how these issues have been addressed.</p> <p>It is of course acknowledged that it is the down to the depth and scope of this activity that such elements of practice have been observed and recorded in the first instance.</p>	<p><b>Working towards – please refer to action point 1 of this report</b></p>
<p><b>3.3</b></p>	<p><b>Demonstration that self-esteem is promoted through:</b></p> <ul style="list-style-type: none"> <li>• <b>valuing the individual and their diversity;</b></li> <li>• <b>praise for effort and achievement in all areas;</b></li> <li>• <b>promoting strengths;</b></li> <li>• <b>providing opportunities for success; and</b></li> <li>• <b>providing a stress free learning environment</b></li> </ul>	<p><b>Achieved</b></p>

Standard Three, criteria 3.3 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
<p><b>3.3</b></p>	<p>Reference is made to the school ‘Promoting Positive Behaviour’ policy, 2011. Section 6 of this document focuses upon reward and recognition ‘celebrating a pupil’s success in learning’ and details the schools merit system which focuses upon rewards for both behaviour and learning. Whilst learning progress is rewarded (an example has been given of the accelerated reading programme) it is also confirmed that merits are awarded for non-academic achievement, where behaviour such as good attendance is rewarded.</p> <p>It is also acknowledged that with such a diverse spectrum of pupils attending the school, there is, by default felt to be a high level of awareness of different SEN and needs within the school.</p> <p>It is also acknowledged that the above criteria is supported by the process for auditing the learning environment and dyslexia friendly teaching practice, as reported in 3.2 above. This process also contributes towards ‘valuing the individual and their diversity’.</p> <p>Reference is made to the evaluation report Feb 12, which provides an example of a pupil Mohammed, and states that he is ‘ASD not dyslexic, however, many of the same strategies apply’. ‘Tasks on Board’, records that ‘many of our pupils struggle with the concept of time and can feel lost and confused in lessons.</p>	<p><b>Achieved</b></p>

Standard Three, criteria 3.3 continued ...

<b>Criteria Sampled</b>	<b>Comments</b>	<b>Achieved/Not Yet Achieved</b>
<b>3.3</b>	<p>This is true for many dyslexic learners, but also those with ASD. It can eliminate a lot of anxiety and confusion if we can support our learners in following the structure of the lesson.’ Similarly, the report makes reference to the support strategies provided by SaLTs ‘however not all of these strategies were being used effectively’ this process of review and feedback helps to reinforce the mantra that dyslexia friendly practice (is good SEN practice) and is good practice for all learners.</p>	<b>Achieved</b>

## Standard Four: Partnership and Liaison with Parents, Carers, Governors and other Concerned Parties

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
4.1	<p><b>Evidence that parents are aware of, and have confidence in, arrangements to meet the special educational needs of their children.</b></p> <ul style="list-style-type: none"> <li>• <b>Effective communication is in place for parents to understand dyslexia and the basis on which the dyslexia friendly school teaches and supports their child. This should include:</b> <ul style="list-style-type: none"> <li>○ <b>reference to the Code of Practice;</b></li> <li>○ <b>school systems for keeping parents informed, and vice versa;</b></li> <li>○ <b>progress monitoring for effecting and attending reviews for parents expressing concerns that the school may not have noticed especially about the emotional wellbeing of the child.</b></li> </ul> </li> </ul> <p>Reference is made to the parent guidance publication 'Demystifying Dyslexia' which states that it is 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.'</p>	Achieved

Standard Four, criteria 4.1 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
4.1	<p>Through discussion, it is confirmed that a copy of this publication is issued to all parents of dyslexic children or those that suspect that their child is dyslexic.</p> <p>A copy of letter to parents (dated 23<sup>rd</sup> October 2012) titled 'belonging to a Dyslexia Friendly School'. The letter informs parents of the schools dyslexia friendly status and the fact that it is proceeding towards re-verification. It is accompanied by a three page information sheet detailing the provision within the school.</p> <p>Details of parent satisfaction levels have been provided within collated responses from the Parent Questionnaire conducted in 2012. With responses received from 51.9% of the school population an increase of 38% was recorded from the previous review conducted in 2010. The school has achieved overall very high levels of satisfaction with the majority of responses (63.6%) recording 'strongly agree' or (31.9%) 'agree' responses. This compared to just 0.9% recording 'disagree' and 0.9% 'completely disagree' responses. Statements listed include the following:</p> <ul style="list-style-type: none"> <li>○ The school has a calm and positive atmosphere</li> <li>○ The school provides a relevant curriculum for my child</li> <li>○ I feel welcome when I visit the school</li> </ul>	Achieved

Standard Four, criteria 4.1 continued ...

Criteria Sampled	Comments	Achieved/Not Yet Achieved
4.1	<ul style="list-style-type: none"> <li>○ When I contact the school the staff are helpful and approachable</li> <li>○ My child's annual review is a useful meeting</li> <li>○ The annual parents' evening is helpful, providing me with useful information about my child's progress.</li> </ul>	<b>Achieved</b>
4.5	<p><b>Demonstration of working in partnership with pupils.</b></p> <ul style="list-style-type: none"> <li>• <b>Involve pupils. Help them to understand their dyslexia and value their achievements.</b></li> <li>• <b>Help with emotional and behavioural issues.</b></li> <li>• <b>Assist pupils in identifying their own learning strategies. Help them to implement them, record and disseminate information to all teachers.</b></li> <li>• <b>Involve pupil in IEP planning.</b></li> <li>• <b>Find out about pupil's interests, strengths and weaknesses. Include these on their IEP and in planning.</b></li> <li>• <b>Promote the pupil advocacy service, mentors and counsellors where appropriate.</b></li> <li>• <b>Promote a "can do" culture.</b></li> <li>• <b>Raise an awareness of dyslexia and SEN amongst peers. Remove the stigma and provide positive role models for all pupils.</b></li> </ul>	<b>Achieved</b>

Standard Four, Criteria 4.5 continued ...

<b>Criteria Sampled</b>	<b>Comments</b>	<b>Achieved/Not Yet Achieved</b>
<b>4.5</b>	<p>Feedback and comments from learner recorded on Target Review documents confirm learner involvement within this process. For example a comment is recorded of one pupil seeking advice on anger where it is clear that he has asked specific questions and sought guidance. Identification of the targets listed in the samples From the samples shown, it is clear that the process for identifying the pupils targets has helped to keep them informed of their areas of difficulty. The form is also set up to actively review previous and new targets to reinforce the progress made by the learner, helping them to identify strengths and promoting a 'can do' culture. Reference is also made to the schools 'merit' system of rewarding learning and behaviour, in support of this criteria. Targets identified are informed by the Pupil Profile questionnaire / discussion in compliance with Every Child Matters.</p>	<b>Achieved</b>

## Recommendations

1. In reference to criteria 3.2, it is fully acknowledged that the school has embedded a robust process for ensuring the adapted classroom organisation with close attention paid to ensuring a dyslexia friendly learning environment. It is however noted that some of the feedback collated from this audit process has revealed some significant issues that are to the detriment to good / sound dyslexia friendly practice. Examples are provided within the body of the report, please refer to page 15 for further guidance.

It would therefore be useful to see previous (and subsequent) feedback reports in order to demonstrate and evidence how these issues have been addressed.

2. Senior managers are 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:

Following this verification process the British Dyslexia Association is delighted to award The Dyslexia Friendly Quality Mark to Wood Lane High School.

The BDA does, however, reserve the right to monitor Wood Lane 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:

**Joanne Gregory, Quality Mark Development Manager, BDA**