Programme Area 1
Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)

Activity: Draft

To produce a mapping document which first examines the Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF) and how achievement of the strands that make up this programme can be mapped against achievement of the criteria of the BDA Dyslexia Friendly Quality Mark award for Schools. The second part of this document examines the BDA Dyslexia Friendly Quality Mark award for Schools and how achievement of the individual criteria that make up this programme can be mapped against achievement of the individual strands of the PDF.

Background

It is of course recognised that these two programmes have very distinct and separate functions. The PDF is particularly focussed on an individual obtaining and developing specific levels of confidence/ competency and demonstration of their knowledge and understanding across wide criteria for dyslexia / SpLD. The BDA Dyslexia Friendly Quality Mark has a distinct focus upon working practice and, as such, requires robust evidence of the direct application of knowledge and understanding into effective systems and procedures for support and intervention.

The "scoring" process

Each programme has been listed in detail within Section 1 (PDF) and Section 2 (BDA Dyslexia Friendly Quality Mark). In each section, a column has been inserted, stipulating a direct link and relevance to criteria of the alternative programme. Each individual criteria has then been given a score of either "green", "amber" or "red" to provide an overall measure of achievement of the individual criteria against that stipulated within the alternative programme.

For example:

Strand A1 of the PDF is detailed as having direct relevance to criteria 1.5, 2.1 and 2.7 of the BDA Dyslexia Friendly Quality Mark.

Strand A – Structure and development of language, literacy and learning						
Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
A1	Understand what the terms language, literacy and learning mean.	Explain the difference between receptive (e.g. heard, read) and expressive (spoken, written) language and consider how spoken language forms the foundation for written expression of thoughts.	Evaluate some of the ways in which language, literacy and learning are linked.	Articulate and evaluate the relationship between language, literacy and learning.	Advise on the complexity of relationships between language and literacy and its implications for co-occurring conditions.	1.5 2.1 2.7 Amber

Overall an "amber" rating has is applied, hence, by providing evidence to support the knowledge and understating required for strand A1 of the PDF a proportion of the requirements for criteria 1.5, 2.1 and 2.7 of the BDA Dyslexia Friendly Quality Mark will have been achieved.

An amber rating will typically be awarded where, for example, the strand of the PDF requires the knowledge and understanding of a particular area, however the identified criteria of the BDA Dyslexia Friendly Quality Mark will require further supporting evidence to show that this knowledge is put into practice.

A "green" rating confirms that a high proportion of the criteria stipulated within the alternative programme may have been achieved.

A "red" rating is issued where the elements of the given criteria are not a requirement for achievement within the alternative programme.

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Section 1 - Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF) Mapped to BDA Dyslexia Friendly Quality Mark award for Schools.

Strand A – Structure and development of language, literacy and learning						
Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
A1	Understand what the terms language, literacy and learning mean.	Explain the difference between receptive (e.g. heard, read) and expressive (spoken, written) language and consider how spoken language forms the foundation for written expression of thoughts.	Evaluate some of the ways in which language, literacy and learning are linked.	Articulate and evaluate the relationship between language, literacy and learning.	Advise on the complexity of relationships between language and literacy and its implications for co-occurring conditions.	1.5 2.1 2.7 Amber
A2	Be aware of phonological awareness (e.g. syllable counting, rhyming, blending, segmentation etc) and phonological processing (e.g. ways in which learners perceive and pronounce the sounds within words).	Understand phonological awareness and phonological processing.	Illustrate the stages of phonological acquisition and the difference between phonetics (the field which studies human speech sounds) and phonics (a particular teaching method).	Demonstrate the stages of phonological acquisition; differentiate between phonetics (the field that studies human speech sounds) and phonics (the relationship between written letters and sounds in spoken words) and how they are applied to teaching.	Explain the pre-phonics stage of language development (e.g. rhythm, timing and prosody) and be able to use this knowledge in assessments to advise on appropriately targeted support.	1.5 2.1 Stage 5 – 2.2,2.3 & 2.7 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
A3	Be aware that there are differences between written and spoken language.	Understand the relationship between written and oral language skills.	Utilise the structure of language with reference to morphology (how words are formed), semantic structure (meaning in language) and written language rules.	Appraise the structure of language with reference to morphology, semantic structure and written language rules.	Analyse the ways in which language, morphology, semantic structure and written language rules are reflected in assessment tests.	1.5 2.1 Stage 5 – 2.2, 2.3 & 2.7 Amber
A4	Be aware that there may be influences that impact on the development of the English language for different learners e.g. neurological, social, psychological, medical, cultural and familial.	Understand that there may be influences that impact on the development of the English language for different learners.	Explain the influences and impact of environmental factors on the development of the English language for different learners.	Apply and analyse the impact of environmental factors in the development of the English language for different learners.	Appraise the impact of environmental factors in the development of the English language for different learners.	1.5 2.1 2.7 Amber
A5	Be aware of the stages in language and literacy development.	Understand the sequence of language and literacy development.	Detail the indicators of dyslexia and specific language impairment (SLI) in relation to language use and communication.	Apply the indicators of dyslexia and specific language impairment (SLI) in relation to language use and communication.	Evaluate the indicators of dyslexia and specific language impairment (SLI) in relation to language use and communication and know about relevant assessments for these.	1.5 2.1 2.2 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
A6	Be aware of the variety of factors that can affect the development and use of language and literacy.	Understand the variety of factors that can affect the development and use of language and literacy and how this is reflected in barriers to learning.	Explain the factors affecting language and literacy development and other cognitive and environmental barriers to learning.	Develop an in-depth knowledge and understanding of how a wide range of factors for learning difficulties (biological, cognitive, behavioural, environmental) can influence pathways to learning development.	Analyse and evaluate the wide range of factors leading to learning difficulties (biological, cognitive, behavioural, environmental) and be able to explain how these can influence pathways to learning development.	1.5 2.1 Amber
A7	Be aware of the impact of memory on learning (e.g. short term memory difficulties, when learners cannot keep a long series of instructions in their minds, you must understand the need for memory prompts, breaking down tasks into smaller steps, etc.).	Understand the impact of memory on learning how performance in these areas affects the quality of learning; and be able to explain how short term memory difficulties might impact learners in the classroom.	Examine the impact of different models of memory on learning (e.g. understand different aspects of memory and how performance in these areas impacts on learning).	Develop an in-depth knowledge and understanding of the different models of memory on learning so that these can be used to explain and evaluate learning performance and the selection of teaching strategies.	Demonstrate an in-depth knowledge and understanding of the different models of memory on learning through undertaking and interpreting appropriate assessments to inform diagnosis of SpLD and design of interventions.	2.1 2.2 2.4 Stage 5 – 2.3 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
A8	Be aware of the impact of English as an additional language on learning and literacy development.	Understand and be able to explain the impact of English as an additional language on learning and literacy development.	Discuss the impact of English as an additional language on learning and literacy development and be able to link this understanding to literacy teaching in the educational setting.	Interpret and evaluate the impact of English as an additional language on learning and literacy development and be able to incorporate this into effective literacy teaching in the educational setting.	Present and report on the impact of English as an additional language on learning and literacy development and be able to assess and advise on how to incorporate this into effective literacy teaching in the educational setting.	2.1 Amber
A9	Be aware of the potential impact of dyslexia / SpLD on numeracy development.	Understand the potential impact of dyslexia / SpLD on numeracy development.	Detail the impact of dyslexia / SpLD on numeracy development and use this to support maths interventions for learners.	Develop strategies to distinguish between math difficulties resulting from poor literacy, memory, sequencing, metacognition and dyscalculia and be able to apply this to support dyslexic / SpLD learners.	To use this to design interventions for learners. Research the possible distinction and overlap between the numeracy difficulties of learners with dyslexia / SpLD and those with dyscalculia.	2.1 Amber

Strand B – Theories of Dyslexia / SpLD and theories of specialist teaching.						
Ref.	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Mapping to BDA Dyslexia Friendly Quality Mark award for Schools**
B1	Be aware of current definitions of dyslexia and co-occurring difficulties.	Understand current definitions of dyslexia and co-occurring difficulties.	Investigate the differences between the current definitions of dyslexia and co-occurring difficulties.	Illustrate the different definitions of dyslexia and the links between definition and theory and practice.	Critically evaluate the different definitions of dyslexia and the links between theory and practice and be able to articulate and reflect these distinctions in assessments and training/mentoring programmes.	1.2 1.4 1.6 2.1 Stage 5 – 2.2 & 2.7 Amber
B2	Be aware of the main areas of difficulty for learners with dyslexia/SpLD in educational settings.	Understand the effects of the main areas of difficulty for learners with dyslexia/SpLD in the educational setting.	Explain the effects of the main areas of difficulty for learners with dyslexia / SpLD in the educational setting and be able to see how interventions can ameliorate these.	Appraise and advise on indicators of difficulty relating to attainment (literacy and numeracy) and underlying cognitive features (working memory, speed of processing, etc.) and differential performance.	Critically evaluate indicators of difficulty relating to attainment (literacy and numeracy) and underlying cognitive features (working memory, speed of processing, etc.) and differential performance and use this information to set up evidence based training and support for learner interventions.	1.2 1.3 1.4 1.6 2.1 2.3 2.4 Stage 5 – 2.2 & 2.7 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
B3	Be aware of co-occurring difficulties with dyslexia.	Consider and explore co-occurring difficulties with dyslexia.	Explain, describe and illustrate the differences between frequently co-occurring difficulties and their likely impact on the learner.	Discuss and evaluate the impact of a range of specific learning difficulties, their identifying features and the impact of their overlap for the learner Optimise support through tailored interventions.	Demonstrate and evaluate the range of causal and cognitive theories which differentiate the various SpLDs and what assessment tools are available to identify these.	1.2 1.4 1.6 2.1 2.7 Amber
B4	Be aware of the main theories of dyslexia-SpLD.	Understand the different theories of dyslexia / SpLD.	Describe and define the different theories of dyslexia / SpLD.	Develop a SWOT analysis to evaluate the strengths weaknesses and evidence base which support the different theories of dyslexia / SpLD.	Research the evidence base which supports the different theories of dyslexia / SpLD, including the neurology underlying dyslexia / SpLD.	1.2 1.4 1.6 2.1 2.7 Amber
B5	Be aware of how The Simple View of Reading provides a framework for understanding literacy learning	Understand a range of models of reading development (e.g. The Simple View of Reading).	Explain a range of models of reading development (e.g. The Simple View of Reading).	Discuss one or more route theories of reading development.	Evaluate and apply current research on reading development theories.	1.2 2.1 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
B6	Be aware of what is meant by multisensory teaching.	Understand the principles of multi-sensory teaching.	Devise strategies for learners which incorporate principles of multi-sensory teaching.	Detail the use of structured, multi-sensory teaching and other specialist teaching methods for Dyslexic / SpLD learners.	Critically evaluate current research on teaching methods used to support dyslexic / SpLD learners.	1.3 🟢 Green
B7	Be aware of the possible impact of dyslexia / SpLD on the development of numeracy skills.	Understand how the development of numeracy skills might differ for dyslexic/SpLD learners.	Explain and be able to support others in understanding how the development of numeracy skills might differ for dyslexic/SpLD learners and how to apply this to support maths interventions for these learners	Distinguish between math difficulties resulting from poor literacy, memory, sequencing, metacognition, and dyscalculia and describe how to apply this to support learners.	Critically evaluate the ways in which poor literacy, memory, sequencing, and metacognition impact on mathematical understanding and processes. Be up to date with current research on the distinction and overlap between the numeracy difficulties of learners with dyslexia and those with dyscalculia.	🔴 Red

Strand C – Identifying and assessing dyslexia / specific learning difficulties.					
Ref.	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Mapping to BDA Dyslexia Friendly Quality Mark award for Schools**
C1	Know how to find information on the prevalence of dyslexia/SpLD in your setting.	Share information on the prevalence of dyslexia/SpLD with co-occurring difficulties in your setting.	Identify and use information on the prevalence of dyslexia/SpLD with co-occurring difficulties in your setting.	Build knowledge of current research on the prevalence of dyslexia and co-occurring difficulties.	Disseminate current research on the prevalence of dyslexia and co-occurring difficulties appropriate to across settings.	1.7 1.10 2.1 2.7 2.8 measure 6 2.9 4.6 Amber
C2	Identify knowledge and develop an understanding of indicators of dyslexia/SpLD to identify when a learner may be experiencing difficulties.	Employ a range of formal and informal assessment approaches with learners with dyslexia/SpLD to assist with identification.	Demonstrate a range of formal and informal assessment techniques, including a small number of basic skills assessment tools as appropriate to your profession and role, to contribute to the multidisciplinary holistic assessment an identification of a learner's dyslexia / SpLD.	Justify a range of attainment assessment tools to identify a learner's dyslexia / SpLD and accurately report results.	Propose a range of psychometric assessment tools including cognitive ability [e.g. verbal and non-verbal], attainment and cognitive processing to identify a learner's dyslexia / SpLD and accurately report results.	1.10 2.1 2.2 2.7 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
C3	Follow a teaching and support plan for a learner with dyslexia / SpLD.	Devise a teaching and support plan for a learner with dyslexia / SpLD., monitor outcomes and report on these	Implement and monitor teaching and support plans as recommended by specialist teachers for learners with dyslexia/SpLD. Analyse progress and consider what changes would be appropriate to discuss with specialist teachers in the light of this information	Analyse and interpret test results in order to derive appropriate teaching and support plans.	Undertake diagnostic assessments and make recommendations for teaching and support.	2.3 2.4 4.5 Stage 5 – 2.2 Amber
C4	Follow arrangements required as a result of special arrangements for public examinations agreed for individual learners (i.e. ensure that recommendations for access arrangements are embedded in everyday practice e.g. the use of an amanuensis in classroom situations or granting extra time in mock exams).	Ensure knowledge and understanding of current regulations governing special arrangements in assessment, test and examinations situations in relation to learners with dyslexia/SpLD (e.g. annually update knowledge via websites such as JCQ, Awarding Bodies, QCDA).	Manage the process for setting up special arrangements in assessment, test and examinations situations.	Administer appropriate testing of attainment levels to support special arrangements for examinations.	Select and administer appropriate diagnostic assessments to support special arrangements for public examinations, as required.	2.6 Stage 4 & 5 – 2.2 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
C5	Employ the basic terminology of standardised test reporting.	Explain the basic terminology of standardised test reporting.	Use knowledge and understanding of the basic principles of psychometric testing and reporting in order to interpret assessment reports for learners with dyslexia/SpLD.	Advise others on the basic principles of psychometric testing and reporting in order to interpret assessment reports for learners with dyslexia/SpLD.	Conduct professional psychometric testing, critically analyse qualitative and quantitative data, write appropriate reports and advise others.	2.2 Amber
C6	Follow agreed referral procedures in a setting for learners possibly identified with dyslexia/SpLD (e.g. know the first point of contact to share information with about a learner with suspected dyslexia/SpLD).	Agree referral procedures in a setting for learners possibly identified with dyslexia/SpLD and refer learners experiencing literacy difficulties. This requires knowledge of the first point of contact to share information with about a learner with suspected dyslexia/SpLD in the learner's setting.	Identify when and how to get second opinions or further input from other professionals or agencies that could support the needs and development of dyslexic/SpLD learners.	Respond to referrals from colleagues, parents and other professionals by conducting appropriate assessments and by further referral to specialists as needed	Advise on creating clear guidelines and referral procedures to ensure assessment of learners with literacy difficulties in various settings and inform and train others in their implementation	2.1 2.2 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
C7	Use knowledge of assessments of an individual learner to consider how a learner might respond to different forms of assessment.	Use knowledge of assessment of several learners in your setting to consider how they may respond to different forms of assessment.	Use knowledge and understanding of the factors that influence assessment to consider assessment information in your setting in line with current assessment policy and be able to use it to interpret individual learner responses to teaching interventions.	Use understanding of the factors that influence learner's responses to assessment, and use this knowledge to help interpret assessment information, plan and evaluate pupil progress with specialist interventions.	Use knowledge and understanding of assessments and administration protocols so as to be able to select and administer appropriate attainment and diagnostic tests and assessments for learners in the relevant setting.	2.2 Amber
C8	Use different forms of assessment relevant for learners with dyslexia/SpLD.	Apply knowledge of the benefits and limitations of different and relevant forms of assessment to support learners with dyslexia/SpLD.	Support other people's understanding of assessment information which is relevant to a learner's dyslexia/SpLD.	Develop knowledge of the latest forms of literacy assessment and advise professionals, in a range of settings, of the benefits and limitations.	Research the latest forms of literacy, cognitive and co-occurring SpLD assessment and tests and advise professionals, in a range of settings, of the benefits and limitations of these.	2.2 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
C9	Know how to find information on the prevalence of dyslexia/SpLD in your setting for those learners with English as an additional language and where to refer those experiencing difficulties (e.g. if literacy skills in English are not developing as would be expected for a learner of this profile you would need to know who to contact to start the assessment process for this learner).	Employ knowledge of the possibility of learners experiencing dyslexia/SpLD in one language but not another language and follow the appropriate referral process (e.g., if literacy skills in English are not developing as would be expected for a learner of this profile would you know who to contact to start the assessment process for this learner).	Provide a link to specialist services or professionals for those learners with English as an additional language who may have dyslexia/SpLD.	Identify how dyslexia/SpLD in their first language can affect a learner's ability to learn English as an additional language.	Be able to assess and identify how dyslexia/SpLD in their first language can affect learners' ability to learn English as an additional language in relevant settings.	🔴 Red

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
C10	Monitor the progress of individual learners with dyslexia/SpLD against specific targets relating to teaching and support plan.	Monitor the progress of multiple learners with dyslexia/SpLD against specific targets relating to teaching and support plans. Consider the implications of the data for the individualisation of teaching strategies for learners with dyslexia/SpLD.	Lead on, and collect attainment data, for monitoring purposes and advise others in your setting on how to monitor the progress of learners with dyslexia/SpLD.	Monitor progress, advise others, and adjust programmes accordingly for learners with dyslexia/SpLD.	Monitor, evaluate and quality assure progress, advise others and adjust assessment protocols and intervention programmes accordingly for learners with dyslexia/SpLD.	1.7 2.3 2.8 2.9 Amber

Strand D – Teaching and supporting learners with dyslexia / specific learning difficulties.						
Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D1	Demonstrate high expectations of learners with dyslexia/SpLD (e.g., understand that high expectation of learners can promote self-belief and take the ability of learners into account when setting targets).	Model high expectations of learners with dyslexia/SpLD (e.g. incorporate high expectation of learners to promote self-belief and take the ability of learners into account when setting targets).	Lead and support others in achieving high expectations of learners with dyslexia/SpLD.	Advise others in achieving high expectations of learners with dyslexia/SpLD across settings.	Advise on valuating targets and time taken to reach them for learners with dyslexia/SpLD; adjusting targets and interventions accordingly.	2.3 2.4 3.3 4.5 Green
D2	Encourage learners with dyslexia/SpLD to become more independent and be aware of specific strategies and tools available to support this, including ICT support.	Encourage learners with dyslexia/SpLD to become more independent and employ specific strategies and tools available to support this, including ICT support.	Support and advise other people on strategies to promote the development of independence for learners with dyslexia/SpLD, including ICT support.	Evaluate alternative strategies to promote the development of independence for learners with dyslexia/SpLD. And advise others in their use in appropriate settings, including ICT support.	Evaluate alternative strategies to promote the development of independence for learners with dyslexia/SpLD. Incorporate these in the design of interventions and advise and train others in their use in appropriate settings.	1.8 3.2 3.3 4.5 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D3	Include dyslexia/SpLD friendly environment features in your teaching and learning environment.	Create a dyslexia/SpLD friendly environment that removes or reduces barriers to learning.	Lead and advise others on how to create a dyslexia/SpLD friendly environment that removes or reduces barriers to learning.	Apply current research with respect to dyslexia/SpLD friendly environments across settings.	Review and evaluate current research and the evidence base with respect to dyslexia friendly practice across settings.	3.1 3.2 3.3 3.4 Green
D4	Review and understand learner profiles of dyslexia /SpLD so that you can make adjustments to your teaching and communications with learners.	Use a profile of a learner's dyslexia/SpLD to plan day to day strategies, interventions and approaches suitably and effectively adapted for them.	Advise on how to use a profile of a learner's dyslexia/SpLD to plan strategies, interventions and approaches suitably and effectively adapted for them.	Be able to use a profile of a learner's dyslexia/SpLD to design and plan strategies, interventions and approaches suitably and effectively adapted for them and coach and mentor others in their delivery.	Be able to use a profile of a learner's dyslexia/SpLD to design and plan strategies, interventions and approaches suitably and effectively adapted for them; coach and mentor others in their delivery; and evaluate their overall effectiveness.	2.1 2.3 3.1 3.2 Green

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D5	Enable learners to work towards specific targets and where appropriate set targets and choose strategies for learners with dyslexia/SpLD, with guidance from other professionals and monitor progress.	Monitor progress of learners working towards specific targets and where appropriate set targets and choose strategies for learners with dyslexia/SpLD, with guidance from other professionals.	Set and support others to set specific targets and choose appropriate strategies for learners with dyslexia/SpLD; monitor and evaluate progress.	Provide guidance to a range of professionals on how to set specific targets and choose appropriate strategies for learners with dyslexia/SpLD, in the light of monitoring and progress data relevant for the setting.	Develop protocols, benchmarks and data analysis appropriate for the setting to review and monitor progress towards targets and the use of appropriate strategies for learners with dyslexia/SpLD and use this to train and advise others in setting targets for learners with dyslexia/SpLD.	1.3 1.7 1.8 1.10 2.2 2.3 2.9 Amber
D6	Plan and prepare teaching materials and lessons relevant to your subject area to meet the needs of learners with dyslexia/SpLD, monitor and record learning outcomes	Plan and prepare teaching materials and lessons relevant to the subject area to meet the needs of learners with dyslexia/SpLD, monitor and record learning outcomes.	Support others to plan and prepare teaching materials and lessons in a range of subjects to meet the needs of learners with dyslexia/SpLD.	Advise on planning and preparing teaching materials and lessons with a range of subject specialists.	Train and mentor colleagues to establish and evaluate interventions in planning for learners with dyslexia/SpLD.	1.3 1.8 2.1 2.3 2.4 2.5 3.1 3.2 Stage 5 – 1.5 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D7	Use literacy programmes, under guidance, to meet the needs of individual learners with dyslexia/SpLD and report on the progress of learners.	Report on the progress of dyslexia/SpLD learners with whom you use literacy programmes.	Using your knowledge and understanding of a structured literacy programme, identify appropriate literacy support to meet the needs of individual learners with dyslexia/SpLD and evaluate their effectiveness.	Advise on a range of appropriate and effective literacy programmes for any given learner.	Advise on a range of appropriate and effective literacy programmes for any given group of dyslexia/SpLD learners and evaluate the effectiveness, justifying your claims with supporting research evidence.	2.2 2.3 Amber
D8	Be aware of ways to support the development of numeracy for dyslexic/SpLD learners.	Understand how to support the development of numeracy for dyslexic/SpLD learners and be able to apply this to support maths interventions for dyslexic/SpLD learners.	Support the development of numeracy for dyslexic/SpLD learners and be able to apply this to support maths interventions for dyslexic/SpLD learners	Distinguish between math difficulties resulting from poor literacy, memory, sequencing, metacognition, and dyscalculia and be able to apply this to support dyslexic/SpLD learners.	Critically evaluate the ways in which poor literacy, memory, sequencing, and metacognition impacts on mathematical understanding and processes and be able to use this to design interventions for learners. Be up to date with current research on distinction and overlap between the numeracy difficulties of learners with dyslexia / SpLD and those with dyscalculia.	2.2 2.3 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D9	Use, under guidance, specialist resources available to support learners with dyslexia/SpLD and report on the progress of learners.	Use appropriate specialist resources available to support learners with dyslexia/SpLD to report on the progress of learners.	Develop knowledge of and support others in the use of current specialist resources that are relevant for learners with dyslexia/SpLD.	Advise on a range of specialist resources that are relevant for learners with dyslexia/SpLD across settings.	Train and mentor colleagues in the use of specialist resources that are relevant for learners with dyslexia/SpLD and evaluate the effectiveness of resources used.	1.8 3.2 Amber
D10	Use, under guidance, ICT and multi-sensory teaching programmes to support learners with dyslexia/SpLD.	Effectively and independently use a range of ICT and multi-sensory teaching programmes to support learners with dyslexia/SpLD.	Advise and support others on the effective use of a range of ICT and multisensory teaching programmes to support learners with dyslexia/SpLD.	Critically evaluate the relative strengths and weaknesses of different multi-sensory teaching programmes and a range of ICT resources.	Assess the relative strengths and weaknesses of different multi-sensory teaching programmes and a range of ICT resources. Use the evidence to support the training and mentoring of colleagues and the development of policy in various settings.	2.4 3.2 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D11	Differentiate and adapt resources, under guidance, to meet the needs of learners with dyslexia/SpLD.	Select, construct, differentiate or adapt appropriate resources for learners with dyslexia/SpLD in your setting.	Advise and support others on selecting, adapting, differentiating and using appropriate teaching resources for learners with dyslexia/SpLD in your setting.	Advise on selecting, adapting and using appropriate teaching resources for learners with dyslexia/SpLD across settings.	Advise on selecting, adapting and using appropriate teaching resources for learners with dyslexia/SpLD across settings. Link this advice to delivery of training and mentoring programmes and policy development across settings.	Red
D12	Actively seek the views of learners with dyslexia/SpLD and able to use these, with guidance if necessary.	Actively seek the views of learners with dyslexia/SpLD in relation to their needs on a full range of relevant issues and use this information to inform teaching programmes.	Advise and support others on how to seek the views of learners with dyslexia/SpLD in relation to their needs on a full range of relevant issues and use this information to inform teaching programmes.	Advise and demonstrate commitment to the promotion of the importance of seeking the views of learners with dyslexia/SpLD across settings.	Advise and demonstrate commitment to the promotion of the importance of seeking the views of learners with dyslexia/SpLD across settings. Advise on ways to ensure that 'pupil voice' is incorporated into training and mentoring programmes and polices developed in the setting.	4.5 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D13	Provide clear and relevant information about the progress of learners with dyslexia/SpLD and in a way easily understood by the learner, parents / carers and other professionals.	Provide clear and relevant information about the progress of learners with dyslexia/SpLD and in a way easily understood by the learner, parents / carers and other professionals. Use the information to discuss progress towards outcomes and targets with learners, parents/carers, and other professionals.	Advise and support others on how to provide clear and relevant information about the progress of learners with dyslexia/SpLD and in a way easily understood by the learner, parent / carers and other professionals. Use the data arising to evaluate effectiveness of interventions and pupil progress in the setting.	Advise and support others on how to provide clear and relevant information about the progress of learners with dyslexia/SpLD and do this in ways easily understood by the learner, parents / carers and other professionals.	Advise and support others on how to provide clear and relevant information about the progress of learners with dyslexia / SpLD and in a way easily understood by the learner, parents /carers and other professionals. Advise on using the data arising to evaluate the effectiveness of interventions and pupil progress in the setting.	2.8 measure 6 4.1 4.5 🟢 Green
D14	Support ways to complement practice in your setting and the home (e.g. liaise with parents/carers to share information about approaches used in the class & how these can be supported at home, etc.).	Support ways to complement practice in your setting and the home (e.g. liaise with parents/carers and pupils to share information about approaches used in the class & how these can be supported at home, etc.).	Initiate and support complementary practice across your setting with the home. Discuss and implement these practices with pupils, parents and colleagues and monitor outcomes.	Advise and design programmes to support complementary practice in a range of settings and the home and provide mentoring and coaching to support implementation.	Advise and design programmes to support complementary practice in a range of settings and the home and provide mentoring and coaching to support implementation.	2.5 2.8 measure 6 4.1 🟢 Green

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D15	Be aware of the concept of evidence based practice and its importance to inform work with learners with dyslexia/SpLD	Use evidence-based practice, relevant research and theories to inform your work with learners with dyslexia/SpLD.	Apply and advise others on using evidence-based practice, relevant research and theories to inform work with learners with dyslexia/SpLD.	Demonstrate current knowledge and advise others on the contribution of evidence based practice, research and theories and how it can improve outcomes for learners with dyslexia/SpLD.	Demonstrate current knowledge and advise others on the contribution of evidence based practice, research and theories and how it can improve outcomes for learners with dyslexia/SpLD. Use this knowledge to mentor and train others on how to evaluate interventions in the setting so as to contribute to the development of the evidence base.	2.2 2.8 2.9 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
D16	Create a learning environment which facilitates metacognition in learning for learners with dyslexia/SpLD (e.g., design strategies that make the learner reflect upon his/her own performance and the strategies that the learner finds most useful).	Create a learning environment which facilitates metacognition in learning for learners with dyslexia/SpLD (e.g., design strategies that make the learner reflect upon his/her own performance and the strategies that the learner finds most useful) and report on these to other colleagues.	Advise and support others about presenting information and knowledge within a metacognitive framework.	Devise learning interventions for pupils with dyslexia/SpLD which present information and knowledge within a metacognitive framework and monitor and evaluate the effectiveness in the setting.	Review and evaluate learning interventions for pupils with dyslexia/SpLD which presents information and knowledge within a metacognitive framework and monitor and evaluate the effectiveness of interventions in the setting; support and train others to enhance the development of metacognitive strategies with learners with dyslexia/SpLD.	2.3 2.4 3.1 3.2 Stage 5 – 1.7, 2.1 & 2.2 Amber
D17	Support practice which takes into account the wider inclusion policy and legislative context in relation to learners with dyslexia/SpLD.	Actively create a learning environment that takes into account the wider inclusion policy and legislative context for learners with dyslexia/SpLD.	Advise and support others in creating a learning environment that takes into account the wider inclusion policy and legislative context for learners with dyslexia/SpLD.	Advise on how the wider inclusion policy and legislative context applies to a range of practitioners working with learners with dyslexia/SpLD across settings.	Advise on how the wider inclusion policy and legislative context applies to a range of practitioners working with learners with dyslexia/SpLD across settings. Advise on designing, implementing and evaluating policies in the setting which are	2.9 3.1 Stage 5 – 1.5, 2.1 & 2.7 Amber

				developed to meet legislative and policy requirements.	
D18	Implement agreed reasonable adjustments for learners with dyslexia/SpLD in relation to your organisation's duties under the Disability Discrimination Act, Equality Act or other legislative requirements. Report to colleagues on pupil progress.	Implement agreed reasonable adjustments for learners with dyslexia/SpLD in relation to your organisation's duties under the Disability Discrimination Act, Equality Act or other legislative requirements. Report to colleagues on pupil progress.	Make judgements on and monitor the implementation of reasonable adjustments required for learners with dyslexia/SpLD under the Disability Discrimination Act, Equality Act or other legislative requirements. Advise others in their implementation.	Advise on making reasonable adjustments for learners with dyslexia/SpLD across settings under the Disability Discrimination Act, Equality Act or other legislative requirements.	Advise on making reasonable adjustments for learners with dyslexia/SpLD across settings under the Disability Discrimination Act, Equality Act or other legislative requirements. Train others to implement, monitor and evaluate learner outcomes arising from adjustments under the Equality Act and develop policy and procedures in the setting accordingly.	1.8 1.10 2.2 2.5 2.6 3.1 3.2 Stage 5 – 1.5, 2.1 & 2.7 Amber

Strand E – Communicating and working with others.						
Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
E1	Identify your own roles and responsibilities in your setting in relation to learners with dyslexia / SpLD.	Identify the different roles and practices of various practitioners who work with learners with dyslexia / SpLD.	Support the range of roles in meeting the needs of learners with dyslexia/SpLD in your setting.	Design and advise others in the design of roles and responsibilities in meeting the needs of learners with dyslexia/SpLD across settings.	Design, advise and train others in the design of roles and responsibilities in meeting the needs of learners with dyslexia/SpLD across settings. Evaluate and monitor roles in the light of research, updating the evidence base, local and national policy changes and procedures.	🔴 Red
E2	Contribute effectively to working within a team to meet the needs of learners with dyslexia / SpLD.	Identify opportunities for working with colleagues and where appropriate sharing the development of effective practice with them.	Lead and manage diverse teams to meet the needs of learners with dyslexia/SpLD.	Lead and advise on the knowledge, understanding and qualities required for the effective management of people/teams including multi-professional teams to meet the needs of learners with dyslexia / SpLD.	Lead and advise on the knowledge, understanding and qualities required for the effective management of people/teams, including multi-professional teams, to meet the needs of learners with dyslexia / SpLD. (e.g. advise senior colleagues and related professionals and governors).	1.4 1.10 2.5 2.7 🟠 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
E3	Identify factors that facilitate effective multiagency working and be able to take responsibility for helping this to happen.	Contribute positively to the development of effective multi-agency working practices for learners with dyslexia / SpLD.	Manage and lead the development of effective multi-agency working practices for learners with dyslexia/SpLD.	Lead and advise on the development of effective multi-agency working practices for learners with dyslexia / SpLD.	Lead and advise on the development of effective multi-agency working practices for learners with dyslexia/SpLD both in and across settings.	1.5 1.10 2.7 2.8 measure 6 4.6 Amber
E4	Support institutional improvement initiatives which contribute to improved outcomes for learners with dyslexia/SpLD.	Identify institutional improvement initiatives which contribute to improved outcomes for learners with dyslexia / SpLD.	Lead and manage institutional improvement initiatives by working closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practices which contribute to improved outcomes for learners with dyslexia/SpLD.	Lead and advise on institutional improvement initiatives by working closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practices across settings which contribute to improved outcomes for learners with dyslexia / SpLD.	Develop, implement and evaluate policies and practices across settings which contribute to improved outcomes for learners with dyslexia/SpLD. Mentor, coach and train others to implement and evaluate new initiatives.	1.3 1.7 1.9 2.2 2.3 2.8 Amber

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
E5	Follow your profession's ethical code of conduct and be aware of how it relates to meeting the needs of learners with dyslexia / SpLD.	Model appropriate professional and ethical behaviour and encourage others to act in a professional and ethical manner.	Ethical behaviour and encourage others to act in a professional and ethical manner. Lead and support others to model appropriate professional and ethical behaviour.	Lead and advise on ethical issues relating to learners with dyslexia / SpLD.	Lead and advise on ethical issues relating to learners with dyslexia / SpLD. Work across multidisciplinary teams, mentor, coach and train others to consider ethical issues at all times. Be able to lead on and/or advise in resolving difficult cases.	4.1 Stage 5 – 4.2 & 4.4 🟠 Amber
E6	Acknowledge and respect the views and knowledge of parents and carers in different aspects of your work with learners with dyslexia / SpLD.	Employ various methods of working effectively with the parents, carers, families, peers and friends of learners with dyslexia / SpLD.	Lead and support others to work in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia / SpLD.	Lead and advise others as to how to work effectively in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia / SpLD.	Devise strategies for others about how to work effectively in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia / SpLD.	1.1 1.4 4.1 4.2 4.3 4.4 🟢 Green

			Strand F – Professional development and dyslexia / SpLD.			

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
F1	Clearly evaluate how your own professional development affects a range of outcomes in your work with dyslexic/SpLD learners.	Assess the impact of your professional development in dyslexia/SpLD on your continuing professional development, the progress of learners and your contribution to your setting.	Assess the impact of your professional development in dyslexia/SpLD on your continuing professional development, the progress of learners, those staff for whom you have responsibility and your contribution to the setting.	Adopt a creative and constructively critical approach towards innovation that improves outcomes for learners with dyslexia/SpLD and modify practice accordingly.	Adopt a creative and constructively critical approach towards innovation that improves outcomes for learners with dyslexia/SpLD and modify practice accordingly. Use this analysis to develop, implement and evaluate a clear CPD development policy and plan in your school/organisation and across settings. Advise on linking this to the whole school /organisation development plan and objectives set for individual learners with dyslexia / SpLD.	1.7 2.2 2.3 2.9 Stage 2 – 5 – 2.1 & 2.8 Stage 5 – 1.1, 1.2, 1.5 & 2.7 🟢 Green

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA Dyslexia Friendly Quality Mark award for Schools
F2	Demonstrate that your continuing professional development in dyslexia/SpLD can be achieved through a number of different ways (e.g., reading, talking to colleagues, visiting other schools).	Provide appropriate and differentiated development opportunities in dyslexia/SpLD to practitioners and parents/carers, appropriate to your professional role.	Develop and evaluate the effectiveness and impact of the training and continuing professional development in dyslexia / SpLD provided in your setting.	Use current research and evidence-based practice to support your own and other people' continuing professional development in dyslexia/SpLD across settings.	Use current research and evidence-based practice to support your own and other people's continuing professional development in dyslexia/SpLD across settings. Contribute to further development of the evidence base by implementation of action research and evaluation projects in the setting.	Stage 2 – 5 1.4, 1.5, 1.7 & 2.1 Amber

Section 2 - BDA Dyslexia Friendly Quality Mark award for Schools Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)

BDA Dyslexia Friendly Quality Mark award for Schools Description of Standards and Criteria		
Standard One – Leadership and Management		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
1.1	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. This should be: • developed in consultation with a wide range of stakeholders, including parents/carers; and • effectively communicated to those stakeholders.	E6 F1 (stage 5) 🟠 Amber
1.2	Evidence can be found of guidelines for meeting the needs of pupils with dyslexia within other whole school key policy documents. For example: • SEN, differentiation and inclusion; • Teaching and learning; • Pastoral Care • Subject, key stage; • Assessment and monitoring; • Marking homework; • Partnership with parents • Behaviour; • Exclusions	B1 B2 B3 B4 B5 F1 (stage 5) 🟢 Green

Standard One – Leadership and Management		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
1.3	Evidence can be found in the planning documentation of all staff that they are promoting dyslexia friendly practice to meet the needs of pupils.	B2, B6 D5, D6 E4 Amber
1.4	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.).	B1, B2, B3, B4 E2, E6 F2 (Stages 2-5) Amber
1.5	Evidence of a plan for on-going in-service development can be found (through school or Local Authority) in relation to Dyslexia Friendly Status. Examples include: • Whole school awareness training • Teaching / Learning Assistants receiving on-going training and support • Courses leading to an award – one teacher with a Diploma and OCR level 7 (with AMBDA) certificate where possible per school or cluster of schools. Alternatively, access to such expertise within the Local Authority • Catch up arrangements for absent staff (on a rolling programme basis) • Supply staff provided with guidelines on dyslexia friendly teaching / pupil profiles • Review and up-dating of in-service development in view of changing needs	A1, A2, A3, A4, A5, A6 D6 (stage 5) D17 (stage 5), D18 (stage 5) E3 F1 (stage 5), F2 (Stages 2-5) Green
1.6	Evidence is available that school induction procedures for new staff (and supply staff) make explicit reference to expectations of Dyslexia Friendly status.	B1, B2, B3, B4 Green

Standard One – Leadership and Management	Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
1.7 Data should be available to indicate the following, demonstrating changes over time to reveal the impact of dyslexia friendly practice: • The numbers of pupils needing external support for dyslexia. This should reduce with the introduction of dyslexia friendly provision. • The level of incidence of literacy and numeracy difficulties. • The percentage of children with very low attainment in literacy and/or numeracy at the end of their key stage, compared to similar schools. • 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. • Parents / Carers general satisfaction levels with how the school is meeting their child's needs. • Where appropriate, the number of requests from the school for support training and assessment of specific learning difficulties. • Where applicable the number of tribunal cases and reasons for proceeding.	C1, C10 D5, D16 (stage 5) E4 F1, F2 (stages 2-5) 🟢 Green
1.8 Evidence that resources are allocated to ensure effective implementation of the initiative, linking targeted resources to measurable outcomes.	D2, D5, D6, D9, D18 🟠 Amber
1.9 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.	E4 🟠 Amber
1.10 The school works with the Local Authority (where appropriate) to access targeted (data driven) and cross departmental external support and training resources for dyslexia friendly provision and challenge where required to maintain and achieve standards.	C1, C2 D5, D18 E2, E3 🟠 Amber

Standard Two - What is the Quality of Learning?		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
2.1	Underpinning knowledge: • Demonstration that staff with specific responsibilities (e.g. SENCO has dyslexia expertise gained thorough appropriate training) has a working knowledge of indicators, and appropriate interventions at an early stage, in-class strategies and programmes of support. • Evidence that training is to be updated through in-service development. • Class and subject teachers know the indicators of dyslexia and strategies for support and how to access available sources of information (e.g. Dyslexia Friendly Status guidelines, SEN handbook, entitlement handbook). They also know when to refer to extra support. • Demonstration that Teaching / Learning Support Assistants are valued members of the teaching team and apply support strategies for pupils with dyslexia. They are supported by the class teacher and SENCO) and know when to refer back for extra support or different strategies. • Demonstration that pupils are taught about the nature of their difficulty where appropriate, including areas of strength and preferred learning styles • Demonstration that teachers are aware of the suitability of their teaching styles.	A1, A2, A3, A4, A5, A6, A7, A8, A9 B1, B2, B3, B4, B5 C1, C2, C6 D4, D6, D16 (stage 5), D17 (stage 5), D18 (stage 5) F1 (stages 2-5), F2 (stages 2-5) 🟢 Green
2.2	Assessment and identification: Evidence that systems and assessments are in place to identify pupils with literacy difficulties throughout their education, including dyslexia early and specific interventions (see below). • Pupil's progress and targets are closely monitored and evaluated regularly. Adjustments are made to support provision where necessary. • Evidence that there is regular monitoring of the whole class to assess the progress in reading and spelling to reveal unexpected difficulties. Attainment in other curriculum areas is similarly monitored.	A2 (stage 5), A3 (stage 5), A5, A7 B1 (stage 5), B2 (stage 5) C3 (stage 5), C4 (stages 4 & 5), C5, C6, C7, C8 D5, D7, D8, D15, D16 (stage 5), D18 E4 F1 🟢 Green

Standard Two - What is the Quality of Learning?	Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
2.3 Programmes of learning - Evidence. • That there are clearly defined classroom based intervention and support strategies. • Appropriate, evidence-based intervention programmes are implemented. There should be clear evidence that suitable learning challenges are set. • Diverse learning needs are met and potential barriers to achievement are overcome. • Pen portraits of all pupils with SpLD include individual teaching and learning strategies and are available to all staff including supply teachers. • Pupils work in a variety of groupings. They have opportunities to work collaboratively in mixed ability groups, as well as working with an adult in groups formed on the basis of appropriate, shared literacy or mathematics learning objectives. Care is taken to ensure that pupils' cognitive ability is taken into account in any setting or streaming system so that teaching presents dyslexic pupils with an appropriate level of cognitive challenge.	A2 (stage 5), A3 (stage 5), A7 (stage 5) B2 C3, C10 D1, D4, D5, D6, D7, D8, D16 E4 F1 🟢 Green
2.4 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 the whole class: Multisensory teaching and learning opportunities. • Pupils are taught a range of learning methods e.g. Mind Mapping® summarising questioning etc. • There is provision for one to one and small group teaching and specialist support which is dictated by need. For example for literacy, numeracy, concept reinforcement etc. • Small group work should use multisensory teaching methods. These lessons should be scheduled with adequate frequency that reflects the IEP. • Work is recorded using a range of formats where possible (e.g. bullets, story board, flow chart, scribed oral/recorded etc.).	A7 B2 C3 D1, D6, D10, D16 🟠 Amber

Standard Two - What is the Quality of Learning?		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
2.5	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: • Provided on separate sheets, scribed into homework diaries or recorded on a dictaphone. • Differentiated including choice of recording method. • Discussed with parents as required.	D6, D14, D18 E2 D14, E3 Amber
2.6	Evidence that the school is also ensuring the following: • A marking and assessment 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. • Procedures are in place for ensuring smooth progression through school, particularly during all transition phases. • Pupils are encouraged to develop 'life skills', such as problem solving, decision making, stress management, communication and emotional literacy. • Expertise is in place to manage reasonable examination 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.	C4 D18 Amber

Standard Two - What is the Quality of Learning?		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
2.7	Appropriate whole school awareness is available for all staff. This is likely to take up to one day. Provision of a one term modular course (or equivalent) at an appropriate level for one teacher or high level teaching assistant in each school. This could be delivered by the LEA, an HE provider, by distance learning (e.g. Open University) or other approved training provider. This should be in place and operational, or you should be working towards it. Example course content: • Theoretical background to dyslexia. • Identification and assessment. • Empirically validated intervention programmes and strategies at primary or secondary level. • Whole school strategies. • Inclusive classroom strategies. • Ways to support self-esteem. **Located within the school or spread throughout the Local Authority so that the school can benefit from access to:** • Teachers holding an SpLD Diploma or Advanced (level 7) Certificate (e.g. OCR with AMBDA). • On-going programmes of training in place for the SENCO networks. • On-going Governor training programme.	A1, A2 (stage 5), A3 (stage 5), A4 B1 (stage 5), B2 (stage 5), B3, B4 C1, C2 D17 (stage 5), D18 (stage 5) E2, E3 F1 (stage 5) 🟢 Green

Standard Two - What is the Quality of Learning?		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
2.8	Schools should have at least two of the following in place, at least one must be qualitative and one must be quantitative: **Quantitative** **Measure 1: Primary** Increase the percentage of children below level 2 at the end of Key Stage 1 who progress to reach at least level 3 at the end of year 6. **Measure 2: Secondary** Increase percentage of children who are below level 3 at the end of Key Stage 2 to level 4 plus at the end of Key Stage 3. **Measure 3: Key stage 4** Increase percentage of children who are below level 4 at the end of Key Stage 3 to achieve 5 GCSEs A* – C or equivalent at age 16. **Measure 4: Primary Years 4, 5 and 6** Assess how many cases have occurred where the rate of achievement has been doubled over 3 years through the locally agreed Wave 3 interventions. **Qualitative** **Measure 5: An enquiry into the self esteem of children and some observable impact on this through introduction of dyslexia friendly practice. Evidence to show how the data is used to inform practice** What do children say about their experiences? Set up focus groups to provide answers to key questions. **Measure 6: Measuring the confidence of stakeholders** Through SEN focus groups, questionnaires, Governors, AGMs for parents, or parent working groups etc.	C10 D15 E4 F1 (stages 2-5) Measure 6 – C1, D13, D14, E3 Amber

Standard Two - What is the Quality of Learning?		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
2.9	The School is able to report on measurable outcomes of their inclusive practice.	C1, C10 D5, D15, D17 F1 Green

Standard Three - Creating a Climate for Learning		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
3.1	Implementation of access strategies and dyslexia friendly teaching strategies and support is evidenced across all curriculum subjects.	D3, D4, D6, D16, D17, D18 🟠 Amber

3.2	Evidence of adapted classroom organisation is found and attention is paid to the following adaptive practices:
	
	• Seating, lighting and the position of resources.
	
	• Key words and clearly labelled resources.
	
	• Information on non-white paper (e.g. cream) where relevant with an accessible font and layout.
	
	• Alternatives to copying from the board.
	
	• Use of overlays where appropriate.
	
	• Collaborative learning and peer support.
	
	• ICT is used to support pupils learning. Computer screens and text size is adjusted where appropriate.
	
	• There is an audit of resources available within school for supporting pupils with dyslexia and SpLD. For example:
	
	   o Magnetic/wooden letters;
	
	   o ICT software;
	
	   o electronic spellers;
	
	   o literacy games;
	
	   o 'goody box' of resources (word mats, coloured filters, alphabet on the wall etc.).
		D2, D3, D4, D6, D9, D10, D16, D18
		
		🟢
		Green

Standard Three - Creating a Climate for Learning	Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
3.3 Demonstration that self-esteem is promoted through: • valuing the individual and their diversity; • praise for effort and achievement in all areas; • promoting strengths; • providing opportunities for success; and • providing a stress free learning environment	D1, D2, D3 Amber
3.4 Evidence that Effective measures are in place to deal with harassment or bullying related to SEN.	D3 Amber

Standard Four - Partnership and Liaison with Parents, Carers, Governors and Other Concerned Parties.	Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
4.1 Evidence that parents are aware of, and have confidence in, arrangements to meet the special educational needs of their children. • 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: o reference to the Code of Practice; o school systems for keeping parents informed, and vice versa; o 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.	D13, D14 E5, E6 Green

Standard Four - Partnership and Liaison with Parents, Carers, Governors and Other Concerned Parties.		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
4.2	Evidence that the school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents.	E5 (stage 5) E6 🟢 Green
4.3	Evidence that the school actively involves parents in planning provision for the child through a variety of means of engagement. Promoting on-going working partnerships with parents which contribute to effective learning at home and school. Parents should be encouraged to express concerns as they occur and schools should ensure that parents know to whom to address them.	E6 🟢 Green
4.4	Evidence of the procedures followed to log and take action on parental concerns e.g. awareness of complaints procedures.	E5 (stage 5) E6 🟠 Amber
4.5	Demonstration of working in partnership with pupils. • Involve pupils. Help them to understand their dyslexia and value their achievements • Help with emotional and behavioural issues. • Assist pupils in identifying their own learning strategies. Help them to implement them, record and disseminate information to all teachers. • Involve pupil in IEP planning. • Find out about pupil's interests, strengths and weaknesses. Include these on their IEP and in planning. • Promote the pupil advocacy service, mentors and counsellors where appropriate. • Promote a "can do" culture. • Raise an awareness of dyslexia and SEN amongst peers. Remove the stigma and provide positive role models for all pupils.	C3 D1, D2, D12, D13 🟢 Green

Standard Four - Partnership and Liaison with Parents, Carers, Governors and Other Concerned Parties.		Mapped to Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)
4.6	The school is aware of external forms of community based support and sign-posts accordingly (e.g. parent to BDA Local Association or Support Group etc.).	C1 E3