

## A Communication Friendly School (Dyslexia) - what would you expect to see

Guidance provided by Worcestershire Children First Education Services Learning Support Team

A Dyslexia friendly school – Learning Environment	Check
Stimulating environment but not overwhelming – child/young person knows where to locate resources etc.	
Accessible information or display – table top or at eye level, use of colour, photos, images and labels written in lower case in easy to read font	
Visual timetable and timers	
Challenging targets evident and appropriate to ability not Literacy level	
Evidence of alternative methods of learning and use of concrete resources	
Access to age appropriate texts/resources that have easier reading level	
Evidence of alternative methods of recording and supporting written tasks	
Evidence of support for distant or close reading - reading rulers, coloured backgrounds or paper, use of whiteboard tools	
Use of ICT, ideally with speech support, to aid access to information, written recording and improve skills	
Children/young people feel comfortable and able to risk take when in group and class activities	
Children/young people are grouped by ability and not reading level especially in subjects of their particular interest	
A Dyslexia friendly school – Child's learning	Check
Children/young people know and understand their targets but have them recorded in an accessible way	
A variety of opportunities offered for child/young person to demonstrate understanding and knowledge	
Children/young people are being challenged but supported and scaffolded in tasks that involve high demands on Literacy skills	
Learning has pace, but additional time is offered to think things through, and process spoken or written information	
Children/young people know how to communicate discreetly if help is required	
A variety of interactions between children/young people/teacher/TA	
Multi-sensory learning is evident and encouraged in every lesson	
Opportunities to ask searching questions and investigate ideas in a kinesthetic approach	

Evidence of a variety of visual stimuli to aid learning, understanding and memory - especially use of ICT to minimise or avoid the necessity for children/young people to copy from the board or a distance	
Children/young people have opportunities and strategies to work independently at their own pace	
Evidence of opportunities where learning has been personalised	
Evidence of extra time for completion of written tasks or adjustment of expectations (dyslexic children/young people can write less or use a different format/ICT).	
Evidence of the use of mind mapping and other forms of visual representation to aid understanding, recall and planning together with the use of a range of recording methods, e.g. bullet points, story board, flow chart, scribed and oral/recorded	
Evidence of praise for effort as well as achievement - dyslexic children/young people may have to work twice as hard to produce half as much as their peers	
Children/young people have an opportunity to express their concerns about and solutions to their learning needs	
<b>A Dyslexia friendly school – other</b>	
Homework set is adjusted according to task either in time taken or outcome	
Homework is logged in an accessible format or location for children/young people, where recording accurately at speed is difficult - e.g. pre-written label, school web	
Children/young people are supported in tests and exams to enable them to demonstrate their true ability and knowledge including rest breaks if appropriate	