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Dyslexia Outreach
SERVICE

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Dyslexia Friendly Audit Tool – the bigger picture

School:

Staff spoken to:

Pupils spoken to:

Good practice	Evidence
Staff know all the children in their class with dyslexia and the severity of the difficulty for each individual.	
There is a clear structure of intervention for children with dyslexia who have not reached the expected levels in literacy (speaking, reading, spelling and writing).	
All withdrawal intervention is delivered by skilled adults in very small groups or 1:1 and is reviewed against SMART targets with the intervention teacher, the class teacher (primary schools) and the Sendco.	

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Staff know the pupil's strengths and take these into consideration when differentiating.	
Staff allow pupils to show what they know in ways other than writing and unhindered by any difficulties with literacy on a regular basis.	
Staff provide opportunities for pupils to work in ability rather than literacy skills appropriate groupings and make the dynamics of those groups a teaching point.	
Staff teach all pupils with dyslexia so that they are able to carry out work with an appropriate degree of independence as the norm.	
The school has access to assistive technology and a member of staff has the remit and time to make it work usefully and effectively.	

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Marking policies and practice reflect dyslexia friendly approaches that address esteem, academic achievement and literacy difficulties effectively.	
Access arrangements are understood and used.	
Pupils with dyslexia have regular opportunities to review their school experience with an adult who is in a position to effect change if necessary.	
Children with dyslexia have good attendance. Dyslexic issues are considered as a cause for poor attendance and discussed with the pupil and parents/carers.	

Audit carried out by:

Signature:

Date: