

Verification Report Zouch Primary School

Date of Verification: 7.12.22

Verifier: Claudia Cotton with additional support from Alison Szalay (Wiltshire SSENS Team)

Initial Comments:

All members of the team involved in the Dyslexia Friendly Quality Mark should be congratulated on their hard work in developing dyslexia provision within the school. The commitment and passion that has been given to this initiative has been demonstrated within the evidence supplied and during the verification visit itself.

The verifiers would also like to convey our thanks to all of those involved in the verification process particularly the parents, governors, teachers and pupils.

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.1	<p>Criteria: The school conducts a self-audit of their provision for dyslexic pupils and uses this to inform the School Development Plan and SEN Action Plan.</p> <p>Evidence: Audit and action plan completed – DFPs (Dyslexia Friendly Practices) included in SEND Action plan including progress targets for SEND pupils</p> <p>School Development Plan is detailed. One key school priority is to improve attainment of SEN/lowest attaining pupils. It also includes a monitoring cycle. ECT support planned for each term to ensure they know how to support lowest attaining and SEND pupils. Regular pupil progress meetings planned across the academic year.</p>	Achieved
1.2	<p>Criteria: Whole school policies show how the school meets the needs of pupils with dyslexia. The key principles of the SEND Policy are known to all staff.</p> <p>Evidence: SEND Policy states that quality first teaching must include adaptations to the curriculum. It also outlines that the school works towards early identification of difficulties, identifies needs, creates a provision map where parents/carers are fully informed of need and provision. The policy also identifies the graduated approach.</p>	Achieved

	<p>Teaching and learning policy based on Rosenshine's principles and Shaun Allison and Andy Tharby's 6 principles -High expectation for all as well as challenge is central to the teaching and learning policy. The feedback loop – excellent strategy that will help all children especially those with Dyslexia or dyslexic tendencies</p> <p>Metacognitive approach stipulated in policy – learn how to learn. From Teaching and Learning Policy – “we must equip students to be critical and reflective learners in their own right by ‘learning how to learn”</p> <p>Behaviour policy based on self-regulation and behaviour modification techniques</p>	
<p>1.3</p>	<p>Criteria:</p> <p>The governor with responsibility for SEND has enhanced knowledge and understanding of dyslexia and meets SENCO regularly to review dyslexia friendly provision and monitor progress.</p> <p>Evidence:</p> <p>SEN in a nutshell – Clarity of approach expressed in the document. Easily accessible to all stakeholders. SEND report to governors lists exactly what is prioritised in the School Development Plan. High expectations for SEN pupils are expressed as an expectation. It clearly identifies the school's ethos and strategies for SEND pupils.</p> <p>Champion Report Form – detailed minutes of the latest SEND governor visit demonstrates how the SENCo gave a thorough round-up of the current situation including progress towards becoming a dyslexia friendly school.</p> <p>This was also echoed by the SEND governor himself (who is also the chair of governors). He discussed how he's new to the role but that the SENCo has historically met with the SEND governor/ board of governors to update them on SEND, pupil progress and attainment. Training on DFPs is planned for governing body. The SEND governor commented on how it is difficult to pick out the SEND children in classes when he has completed learning walks because they are supported in such a way that fosters independence.</p>	

<p>1.4</p>	<p>Criteria: Quantitative and qualitative data indicates the impact of dyslexia friendly practice.</p> <p>Evidence: Forensic analysis of data planned (SEND data collated onto spreadsheet) into the academic year. Monitoring of the effectiveness of interventions also planned at different points across the academic year. Termly progress meetings with class teachers and SLT used to monitor progress and identify further need (Included in SEND report).</p> <p>Individualised Provision Maps are detailed - excellent identification of need, the support to be implemented and how and detailed review of targets (rag rated). SEN assessment data as well as teacher and parent/carer comments included. Designated time given to staff to review provision maps and consult SENCo for advice. 3xstaff meetings designated for staff to input data and analyse it.</p>	
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Criteria Sampled	Comments	Achieved/Not Yet Achieved
2.1	<p>Criteria: A plan of on-going INSET is in place</p> <p>Evidence: Extensive training programme recorded via a training log. All staff have had access to this programme. Training has included several sessions regarding dyslexia awareness and classroom practices as well as guidance on how to use assistive technology, interventions and creating effective individual provision maps. Every training day includes a 10-minute refresher led by SENCo regarding DFPs. Ta's invited to staff meetings when it is deemed appropriate.</p>	Achieved
2.2	<p>Staff with specific responsibilities (e.g., SENCO) have dyslexia expertise gained through appropriate training</p> <p>Evidence: Certificates of attendance and completion of Wiltshire SENSS Dyslexia Awareness and Classroom Practices training</p>	Achieved
2.3	<p>Criteria: Systems of assessment are in place to identify pupils with literacy difficulties. Information is shared to all staff, including supply teachers, through Pupil Profiles, or similar</p> <p>Evidence:</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <pre> graph TD A[Wave 1 support implemented] --> B[Child not making progress, stuck or falling behind] B --> C[Teacher to set up 'Keep up' or 'Catch up' interventions] C --> D[If progress is still not being made, pupil meet at Pupil Progress meeting with SLT] D --> E[SENCO involved. Identification form completed by teacher] E --> F[SENCO to analyse form and choose appropriate actions (before pupil, week 11 or after screening)] F --> G[Wave 2 support implemented in class with targeted interventions] G --> H[Monitor interventions and progress] H --> I[If no impact, parents involved and recommend external advice] I --> J[Referral to SSMs or EP surgery] J --> A </pre> </div> <div style="flex: 1; padding-left: 20px;"> <p>Flow chart – Identifies the system and protocols for identifying those pupils with literacy difficulties</p> <p>GL screening process is identified in the flowchart and forms part of the school's commitment to an early screening procedure for dyslexia</p> </div> </div> <p>SEND in a Nutshell – accessible and identifies vulnerable groups</p> <p>Verification Day</p> <p>The 'Waves of Support' document sets out clearly to staff what constitutes each layer of support and is linked to the flowchart above. All staff mentioned aspects of each phase during the verification day.</p>	Achieved

<p>2.4 2.5 2.6</p>	<p>Criteria: Classrooms conform to the BDA Dyslexia Friendly Classroom Checklist. There are opportunities for collaborative learning and peer support. Teachers and TAs across all curriculum subjects use multi-sensory teaching approaches. Pupils are taught a range of planning methods.</p> <p>Evidence: Evidence that staff have had extensive practical support. Training on multi-sensory approach: PPT slides show how SENCo has cascaded training to all staff including what resources are available and how to use them - Colour overlays on ipad screens, coloured paper, clicker 8 and widget. Literacy document also states the adaptations that can be made to scaffold tasks. Ta's are highly skilled and work collaboratively with teachers during lessons, occasionally taking the lead while teachers can focus on those who need support. Work completed using Clicker 8 demonstrated how the speak to text function significantly increased the content of work produced by pupils with dyslexia/dyslexic tendencies.</p> <p>Verification Day General observations of lessons demonstrated:</p> <ul style="list-style-type: none"> • All pupils engaged in learning • Consistent provision of visual scaffolds throughout the school (e.g., working walls, visual timetables and key vocabulary using Widgit) • Checklists provided (e.g., writing checklists/ class checklists – all displayed in pupils' books supported by consistent use of Widgit symbols • Effective use of Assistive Technology throughout the school (e.g., talking tins in KS1, Clicker/ laptops/ voice to text/ text to voice in KS2) • High levels of independence – pupils cross the school used working walls without being prompted to do so. Personal dictionaries, phoneme charts 	<p>Achieved</p>
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- Clear knowledge of pupils; their strengths, interests and needs and approaches that helps them
- Willingness to adapt learning in response to individual need
- Off white background on whiteboard
- Displays using muted colours throughout school – a ‘non-negotiable’
- Sensory needs catered for where necessary (wobble cushion, sensory basket)
- A sense of calm
- Support provided to different groups of learners by teachers and TAs interchangeably
- Sensitive ‘warm’ support for pupils with additional needs – positive feedback, not over-supporting, evidently the ethos of the school is one where the pupil is valued
- Visual support provided in maths lessons (e.g., timetable square)
- Key vocabulary linked to all areas of the curriculum displayed around school supported by the same consistent Widgit symbols

Emphasis on metacognition - e.g., when talking with pupils, a good understanding of their own learning and what can help them

Adults in the classrooms referred to previous learning and linked it to the task in hand.

Pupils talked about all the tools they had at their fingertips to support them (assistive technology, word mats, checklists, working walls success criteria, overlays, information on coloured paper). They also mentioned how teachers will go back over things or include extra sessions to address any difficulties.

Ta’s talked about how they felt thoroughly supported to fulfil their role in the classroom and how teachers

	<p>keep them informed on who they'll be working with and what is expected of them. They mentioned how they were able to express concerns about pupils and be included in subsequent decision making. They named various tools and resources they had to support pupils (yellow boards, pencil grips, writing slants, overlays, widget, tinted screens, talk tins, clicker 8, vocab lists) They talked about how all staff used the same images from widgit and how widget was used as a pictorial scaffold for vocab mats. Ta's, teachers and pupils described the marking policy in the same way.</p> <p>Teachers talked about how they revisit previous concepts or pre-teach new concepts for those with memory or executive function difficulties. This may also be supplemented with extra catch-up sessions once work has been marked (KU1) – Wave 2 intervention. They mentioned how they inform pupils of where the lesson lies in the sequence of learning (contextualise it). They described how all children have the same learning objective but that the tasks are adapted/scaffolded. This occurs right across the curriculum.</p>	
2.7	<p>Criteria:</p> <p>The marking policy ensures pupils are assessed on the basis on their knowledge (rather than spelling). Marking should be for success and for identifying development and improvement points.</p> <p>Evidence:</p> <p>Teaching and learning policy outlines the processes of regular learning reviews and the use of questioning to monitor progress</p> <p>Verification Day</p> <p>Examples of pupils' work demonstrate how the marking policy is put into practice. Pupils and staff confidently talked about how the marking policy was used including how peer support/feedback opportunities formed a part of some lessons. It was evident that the process is embedded across the school. This was also echoed in comments made by pupils, Ta's and teachers.</p>	Achieved
2.8	<p>Criteria:</p> <p>There is provision for one to one and small group teaching and specialist support using multisensory</p>	Achieved

	<p>teaching methods. Appropriate, evidence-based intervention programmes are implemented and their success evaluated.</p> <p>Evidence: Individual Provision Maps identify the interventions put in place and their outcomes. They also identify the impact on pupil's attainment. Ta's noted that they have access to 'venn diagram' charts identifying the needs of specific groups of children in their class (pupils with an EHCP, PP pupils, etc). The school provides a comprehensive programme of multi-sensory support. This includes consultations with the Wiltshire SSENS team. Wave 3 interventions include e.g., WESforD Early Support for Dyslexia handbook, catch up/keep up phonics (Little Wandle) including a KS2 catch-up phonics programme (Little Wandle). toe by toe reading/phonic programme, Sound discovery phonics, spelling through cartoons (multi-sensory mnemonics), Power of one Plus Two (Maths programme).</p> <p>Termly pupil progress meetings enable staff SENCo and SLT to review progress ant attainment. However, all staff commented on how they are able to approach the SENCo whenever an issue arises. This may result in further investigation which includes classroom observations, possible GL screener and further suggestions for classroom practice or specific interventions (linked to SEN flowchart and 'waves of support' documents). Any adaptations are then logged on the individual provision map.</p>	
<p>2.9</p>	<p>Criteria: Homework is provided on separate sheets, scribed into homework diaries or recorded on a phone. Pupils are offered a choice of recording method.</p> <p>Evidence: Verification Day Both pupils and parents discuss how adjustments/adaptations are made to homework. They mentioned the various ways in which they are encouraged to record work (e.g., bullet points). They also mentioned the assistive technology they have access to in class and which is also made available at home. One parent mentioned how her child who was previously anxious about homework (at her previous school) now is relaxed as she knows if she finds something difficult, school will respond quickly with a solution.</p>	<p>Achieved</p>


2.10	Criteria: Appropriate systems are in place to make reasonable adjustments in examinations and school tests. Evidence: SEN ASSESMENTS GI READY The results are used as a basis for access arrangements for Statutory Assessment Tasks	Achieved
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Criteria Sampled	Comments	Achieved/Not Yet Achieved
3.1	<p>Criteria: The school works in partnership with pupils to develop awareness of their dyslexia, work with them to identify learning styles and targets and support with emotional needs</p> <p>Evidence: School ethos promotes a sense of everyone can achieve through its growth mindset approach stated in: The SEND policy/SEND report/teaching and learning policy details how the school promotes high expectations for all pupils especially those with SEND or specific difficulties e.g., dyslexia and what measures they put in place to support pupils in understanding how best they learn. ELSA also used to support pupils with emotional and behavioural issues The Behaviour Policy – Procedure document clearly states a growth mindset ethos that all staff are to follow. Clear advice/examples for staff on how to calmly manage behaviour and how to separate the child from the behaviour</p> <p>Verification Day Discussion with Headteacher clearly demonstrated a passion for enabling and a determination to ensure ALL pupils succeed. This passion was also evident amongst all staff involved in discussions. They conveyed a commitment to having high expectations for their pupils and a willingness to continually evaluate their own performance and to adjust it, if necessary, in order to maximise pupil's potential.</p>	Achieved
3.2	<p>Criteria: Pupils' self-esteem is promoted through having high expectations of pupils with dyslexia, praising achievement rather than effort and developing resilience and resourcefulness</p> <p>Evidence: SEND report: Ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make</p>	Achieved

	<p>good progress for their abilities. Recognise and record students' strengths and successes to encourage a positive self-image.</p> <p>Verification Day</p> <p>The school's values and ethos evoke nurture, care, safety and entitlement. This was evident particularly after speaking to the pupils and parents/carers. Pupils talked confidently to the verifiers and were eager to explain how they knew exactly what to do if they were unsure about what they were to do or needed support with a particular process. They talked about how the adults in the room supported them but equally how they needed to be resilient and not give up. One pupil said 'I just use my resilience, I say "Come on... I can do this" I keep trying and trying then if I can't do it, I just ask for help' They also talked about how they used peer support if they experienced difficulties. Pupils also commented on celebration assemblies and receiving DoJos for the work they'd completed. The SENCo discussed how the school values are celebrated through school assemblies (a 'focus' value per term). There is also a resilience award given each week.</p>	
<p>3.3</p>	<p>Criteria: Effective measures are in place to deal with harassment or bullying related to SEND. The school actively raises awareness of dyslexia and SEND amongst peers and promotes positive attitudes towards diversity.</p> <p>Evidence: Anti -bullying policy accessible form website and clearly outlines the Schools' commitment to nurturing a caring, considerate and accepting community</p> <p>Values from the website: Some commonly held values include thoughtfulness, respect, trust, love, friendship, and courage. In school, we explore many more values, a great deal of which overlap. We focus on a particular value each term, developing our own and our children's understanding of how that particular value can impact and influence our lives, our behaviours, and our choices. We celebrate when values are demonstrated throughout the school in lessons and especially our weekly celebration assembly. Our values are our golden</p>	<p>Achieved</p>

	<p>thread which runs throughout our curriculum offer which has been fundamental to our success. Also, the well-being intent statement on the website illustrates the school's commitment to ensure that both pupil's and staff's well-being is a priority and indicates how the school supports this</p> <p>Behaviour policy – based on self-regulation and behaviour modification enabling pupils to learn</p> <p>Verification Day</p> <p>This was evident from discussions with staff, pupils and parents/carers. Pupils talked about celebration assemblies and staff discussed the importance or awareness weeks in the school calendar and how their PSHE lessons continually fostered a sense of positivity, respect, trust, friendship and resilience.</p> <p>No pupil reported any incidences of bullying.</p>	
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Criteria Sampled	Comments	Achieved/Not Yet Achieved
4.1	<p>Criteria: Governors and Senior Leadership Team seek meaningful involvement from stakeholders, including learners with SEND and their families and carers, and use this to reflect critically on progress and outcomes.</p> <p>Evidence: There are clear and defined systems in place at every stage of the process where all stakeholders are informed of the current situation, discuss the pathway of support and then are given opportunities to review and then adjust targets where necessary. Completed pupil/parent/carer voice questionnaires and target setting proformas demonstrate how the school actively encourages a collaborative approach. This also gives all stakeholders a sense of empowerment.</p>	Achieved
4.2	<p>Criteria: Parents are aware of how the school meets the special educational needs of their children. They are aware of the ways in which they can contact the school and are aware of complaints procedures.</p> <p>Evidence: SEND report to parents identifies that EHCP and SEND statement reviews are held with all stakeholders.</p> <p>According to the SEND Report to Parents/Carers, parents are actively encouraged to meet with the SENCo to review targets on their child's 'My Plan' provision map. Parent/carer comments added. During conversations with parents/carers it was clear that the school operate an 'open door' policy. Parents/carers enthusiastically remarked on how they were informed at every stage of their child's journey.</p> <p>Verification Day Parents commented on how the school was quick to identify concerns and act accordingly. In addition, they talked about how they felt listened to. They described how their children were often anxious and overwhelmed in their previous school settings. Now the school takes steps to ensure this does not happen and explains everything to both child and parent.</p>	Achieved

<p>4.3</p>	<p>Criteria: The school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents. The school actively involves parents in planning provision for their child which is regularly reviewed with parents.</p> <p>Evidence: Newsletter No 10 11th November 2022</p>  <p>Letters to parents for GL screener Provision maps, Parents evenings, Coffee mornings</p> <p>Inviting all parents/carers enables both school and families to learn more about the children and open corridors of communication that might lead to the need for further investigation</p>	<p>Achieved</p>
<p>4.4</p>	<p>Criteria: The school makes parents aware of the community-based support available in the Local Offer.</p> <p>Evidence: Newsletters and regular contact with SENCo ensures that parents are kept informed of any community based support agencies/groups. The Family Support Worker is also a vital link between family, school and local community</p>	<p>Achieved</p>
<p>4.5</p>	<p>Criteria: The school makes parents aware of the community-based support available in the Local Offer.</p> <p>Evidence: From the Website: The Family Support Worker works closely with other members of the Inclusion Team in school including the senior leaders, ELSA (Emotional Literacy Support Assistant) and Inclusion Manager. Support can be provided both in school or in the home and The Family Support Worker is available via mobile phone throughout the day.</p>	<p>Achieved</p>

	Verification Day The SENCo and Headteacher spoke of how the Family Support Worker plays a vital part in communicating with parents especially those who may be difficult to reach.	
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Verification Outcome:

This is a school where there is no glass ceiling on learning. The children are at the core of all decisions made at the school. The headteacher's drive and determination that all pupils will succeed, is shared by everyone at the school. All staff have the same high expectations for every pupil. They see that every pupil is entitled to the best educational experience in a nurturing, safe and trusting environment. The Headteacher leads a team of highly skilled professionals who collaboratively work towards achieving the schools' goals and priorities. The pupils and their families expressed how they feel valued and supported. The provision for those pupils with dyslexia/dyslexic tendencies was evident in every classroom where tasks/interventions were observed. The scaffolds/adaptations were numerous and clearly are used consistently as the pupils talked about them freely during our discussions.

Therefore, we are pleased to confirm that you have been awarded the Dyslexia Friendly Quality Mark. Congratulations to the whole team at Zouch Primary School.

Actions:

Work in collaboration with Wiltshire SSENS department in sharing good practice with other schools working towards the Dyslexia Friendly Quality Mark

Date: 14.12.22

