



BUSBY PRIMARY SCHOOL

DYSLEXIA FRIENDLY SCHOOLS AWARD

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A report by

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THE DYSLEXIA FRIENDLY SCHOOL AWARD

The Dyslexia Friendly Schools Award was set up to provide an independent assessment of the overall assistance and accommodations offered to students with dyslexia spectrum disorders.

This award runs for three years and should the Head Teacher of the school change within that time, the school will come up again for reassessment after 6 months of the new Head Teacher being in post.

Any parent who may have concerns about the school in relation to the school's dyslexia friendly status should contact:

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1. THE ASSESSMENT

The Assessment took place from December 2006 till January 2007.

Information was gathered from the Management Team, Classroom Teachers and Pupil Support Assistants. Letters were sent to all parents with children within the school encouraging them to come forward and express their views on the school in relation to dyslexia friendly status. A small number of parents came forward. Within Busby Primary the views of four pupils were accessed through an interview with the Dyslexia Friendly Schools Award Consultant.

2. THE SCHOOL

The school serves the Busby area of East Renfrewshire. The school roll is 180. There are 43 pupils within the school with additional support needs. Four of these pupils have difficulties of a dyslexic nature.

3. SUMMARY

The school was able to demonstrate that they met the standard set for dyslexia friendly status.

Overall, the parents' views indicated that they were satisfied with the recent standard of support for their child and the targets set and achieved in their child's education.

The Head Teacher has been in post for just over a year. It was evident that he has been instrumental in encouraging all staff to develop and build on the good practice witnessed within Busby Primary.

All staff interviewed felt the Management Team supported and encouraged inclusive initiatives appropriately.

IDENTIFICATION OF DIFFICULTIES

All staff were aware of the identification of needs process in operation within the authority. All staff interviewed demonstrated an in depth awareness of the range of supports available to pupils with dyslexic type difficulties.

SCREENING

Within P1 the Authority Baseline Assessment was used, when children enter school. Screening assessments were used within P2, P4 and P6. Any pupil who experienced a barrier to learning would be closely monitored with an appropriate plan of action developed and delivered for each pupil.

ASSESSMENT

Within Busby Primary any pupil whose achievement was giving cause for concern had the appropriate assessments carried out. Any intervention is then closely monitored and revisited on a regular basis.

ACTION TAKEN

Arrangements to support pupils with additional support needs were in place. An extensive range of suitable strategies and support materials were available for use by pupils within the main classroom. The Head Teacher had previously attended the Dyslexia Advisor training carried out by a member of the Psychological Services department. It was evident that much of his previous experience as well as knowledge gained had cascaded to all levels of staff within the school.

AWARENESS & TRAINING

All staff received a dyslexia awareness session delivered by the Dyslexia Friendly Schools Award Consultant. A member of the

Management Team had more recently delivered further training on dyslexia.

WITHIN THE CLASSROOM / CLASSROOM LAYOUT

The various accommodations to allow the dyslexic pupil to perform to their best abilities were obvious within the classrooms.

- Dyslexic children were seated within the classroom appropriately.
- The use of Cursive Handwriting as a tool to improve handwriting and spelling, was witnessed. This approach to writing is used with a range of pupils throughout the school.
- The use of differentiated worksheets to assist with learning.
- Alpha Smarts were available for use by pupils.
- Overall, marking of pupil's work ensured that high self-esteem was supported.
- There was evidence of a very successful paired reading scheme in operation within the school.
- A new multi-sensory approach to spelling had recently been piloted in certain year groups. This approach has seen a marked improvement in spelling in the targeted year groups. Plans are in place to extend this approach throughout the school. The pupils interviewed enjoyed the new style of spelling lessons.

HOMEWORK

Successful arrangements for homework were in place within the school. The structure of homework was well understood by both parents and children alike.

SUPPORT

Teaching staff were aware of supports and strategies to assist with raising pupil achievement. A range of suitable materials were used to target the needs of individual pupils.

I.C.T. ASSESSMENT

Consideration had been given to the use of ICT as a support for pupils with additional support needs. Touch typing skills were being reinforced for particular pupils.

MATERIALS

An extensive selection of support materials was available within the school to ensure that dyslexic pupils accessed a full curriculum.

SCHOOL ETHOS

On a visit to the school it was evident that the pupils were relaxed and comfortable within their school environment. There was a friendly atmosphere. Pupils had a community attitude towards the school. It was clear from interviews with the pupils that Busby Primary was a place where they were encouraged to learn, share their opinions and make safe choices. Pupils were confident that any concerns they had with regard to any aspect of their development would be handled sensitively and effectively by members of staff.

SCHOOL MANAGEMENT TEAM

The School Board played an active part in the decision making process of the school. The Consultant was invited to attend a meeting of the board at which a presentation was delivered on the Dyslexia Friendly Schools Award. The Board displayed a great deal of interest in the Dyslexia Friendly Schools Award process.

4. POSITIVE FEATURES

- Staff within the school had both an academic understanding and practical knowledge of dyslexia.
- The continuous work building good relationships between home and school.
- The Screening process in place within the school to highlight any difficulties experienced by a pupil at any stage of their education
- The multi-sensory spelling approach adopted by the school is a supportive framework for all pupils.

5. RECOMMENDATIONS

There are no recommendations.

Anyone wishing to comment on The Dyslexia Friendly School Award assessment or report in connection with **Busby Primary School** should contact

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