

What a good one looks like – WAGOLL

The features of a dyslexia-friendly organisation

- » Organisation visibly identifies as dyslexia-friendly and displays a charter that identifies what learners and others can expect.
- » Has a policy statement re dyslexia. Has references to dyslexia in other policy documents.
- » Awareness and buy-in at board/council level.
- » Awareness and buy-in at senior leadership level in the organisation.
- » A designated staff member specifically tasked to lead the organisation's support of dyslexic learners.
- » Training in dyslexia available to all staff.
- » All educational staff receive professional development in research-based effective teaching practice for dyslexic learners, including multi-sensory approaches.
- » Dyslexia awareness is included in the induction of new staff.
- » Dyslexia-friendly practices extend to staff as well as learners.
- » Good practices exist for learner enrolment and staff recruitment.
- » All organisation documentation and communication materials follow 'dyslexia-friendly' practices.
- » Case study profiles that present a positive image of students with dyslexia are displayed around the organisation, featured on websites and in other forms of marketing collateral, with a view to regularising learning differences and increasing the awareness of dyslexia.
- » A confidential database of learners identified as having dyslexia is held, along with an Individual Learning Plan for each learner stating what interventions have been put in place to support them.
- » A range of support processes is available to support dyslexic learners, including:
 - active but unobtrusive support by Learning Support Services, where available
 - availability of study buddies and/or mentors for dyslexic learners
 - access to assistive technologies for dyslexic learners who need this support
 - support to have assessment/assignments / projects proofread.
- » There are clear indicators in classrooms that show dyslexia-friendly teaching practices, such as:
 - use of non-white backgrounds for PowerPoint presentations
 - visible calendars on walls to assist with time management.
- » Alternative ways of presenting evidence of competence are allowed and actively encouraged.
- » Dyslexic learners report favourably on their experiences in the organisation.
- » Dyslexia is a feature of ongoing professional development for staff.
- » Where appropriate, family and whānau are actively included in support of dyslexic learners.
- » The organisation actively promotes opportunities for dyslexic learners to flourish and discover their own, unique, positive features associated with dyslexia.



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