

## Definition

“Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with very great difficulty. This focuses on literacy learning at the ‘word’ level and implies that the problem is severe and persistent despite appropriate learning opportunities”  
*British Psychological Society*  
1999



Bronze Award



Silver Award



CARDIFF  
CAERDYDD



Gold Award



Diamond Award

Cardiff Local Authority and Schools working in partnership

# dyslexia

## Awareness Award



### DYSLEXIA REDEFINED

*"Dyslexia is a specific learning ability, neurobiological in origin. It is typically characterised by strengths that may include creative expression, athletic performance and scientific discovery. The individual with dyslexia often exhibits strengths in big-picture concepts, thinking outside the box, making unexpected connections and demonstrates an intuitive sense of understanding of people and navigating the natural world..."*  
Cheri Rae



*"Learning to read when you have Dyslexia is like hitting a brick wall over and over. We need you to help us go around the wall not through it."*

dyslexia  
Awareness Award

**Cardiff Local Authority  
and Schools  
making a difference  
together**



CARDIFF  
CAERDYDD

**D**ETERMINED  
**U**NYIELDING  
**V**ERSATILE  
**I**NTELLIGENT  
**P**IONEERING  
**E**XCEPTIONAL  
**B**RILLIANT  
**C**REATIVE

**Raising awareness of Dyslexia, embedding  
whole school practise and celebrating success.**



Bronze Award



Silver Award



Gold Award



## Assessment Criteria

1	Up to date and accurate ALN register.	All of Bronze criteria met and evidence maintained.	All Bronze and Silver criteria met and evidence maintained	All Bronze, Silver and Gold criteria met and embedded into whole school practice.
2	Whole school dyslexia awareness training	Yearly whole school dyslexia awareness INSET to include updates/ changes	TAs trained in a wide range of literacy/ cognitive training.	Best practice demonstrated and sustained over three consecutive terms.
3	One Page Profile outlines what works best for the pupil and where needed, the student has an IEP/IDP appropriate to their literacy needs.	Classroom practice reflects One Page Profile.	Impact of ALP monitored, reviewed and adjusted if necessary.	
4	ALN audit and action plan to identify target areas over the coming academic year, which includes achieving Bronze targets.	Implementation of Additional Learning Provision ALP (if applicable) in the classroom.	ALN team trained in specific and targeted literacy support.	
5	All teaching staff receive appropriate training in early literacy support.	All teaching staff equipped and demonstrate planning for individual pupil needs.	Foster an ethos of inclusivity and teamwork.	
6	Provision map for literacy support.	Training in literacy programmes by relevant staff to deliver support at graduated response stages 2+.	Mentor developing schools.	
7	Evoke a positive whole school and classroom ethos (stage 1 of graduated response)	Regular systematic information sharing regarding student needs.	Evidence partnership working and sharing good practice & resources between schools.	
8	Deliver good quality classroom teaching (stage 1 of graduated response)	Demonstrate implementation of LNST-specific graduated response.	School improvement plan evidences pupil voice.	
9	Effective differentiation (stage 1 of graduated response)	Whole school ALN updates.	Dyslexia-awareness week celebrated throughout the school.	
10	Leaflet for parents/ information available on the school website.	Parent forums and engagement in supporting literacy skills	Parent training opportunities regarding dyslexia.	