

# Code of Practice

Dyslexia West Midlands requires its members to follow the Code of Ethics and Conduct set out below.

The intention of this Code is to:

Encourage confidence on the part of members and the public in the standards of practice which Dyslexia West Midlands supports.

The Code relates to three principles

Competence and Quality of Practice;  
Responsibility to Client(s);  
Professional Integrity and Independence.

For each principle, defining statements are given below:

Competence & Quality of Practice

Each member should:

- Only undertake work for which s/he is suitably qualified and experienced;
- Ensure that resources, skills and preparation are sufficient to carry out the assignment or service;
- Update skills regularly both through relevant training and through learning activities, both in relation to the understanding of SpLDs, the practical skills needed by a specialist teacher, the context of learning and legal requirements;
- Work collaboratively with relevant personnel including colleagues, advisers, parents and the client;
- Promote fuller understanding and recognition of SpLD in the workplace or in dealings with clients;
- Define clearly to the client and to other relevant personnel the terms and conditions of the service being offered. This would include an explanation of the scope and nature of the service to be provided, the allocation of responsibilities and the basis for remuneration;
- Negotiate agreements and charges for professional services in an ethical and proper way;
- Exercise good management of each assignment undertaken, through careful planning, working within time constraints, using collaborative ways of working and regular reviews of progress where these are appropriate and necessary;

- Give reasonable, balanced advice to clients based on the best available knowledge and practice;
- Work within the legal constraints imposed by her/his employers.

#### Responsibility to Client(s)

Each member should:

- Take responsibility for a high quality of practice;
- Consider the needs of the individual learner as paramount, subject to any legal constraints or ethical consideration;
- Respect individual, cultural and role differences, including (but not exclusively) those involving age, disability, education, ethnicity, gender, language, national origin, race, religion, sexual orientation, marital or family status and socio-economic status;
- Respect the knowledge and experience, views, aims and preferences of the client;
- Have the highest regard for the confidential nature of the work undertaken and individual records kept, safeguarding confidentiality at all times;
- Subcontract work only with the client's agreement;
- With client's approval, refer the client to another professional or another service where that is considered in the client's best interests, declaring any personal interest in such further work if it exists;
- Ensure that, as appropriate, all programmes and advice are discussed and agreed with the client before being finalised;
- Discuss and agree with the client changes of approach and methods when these are considered to be in the client's best interests;

#### Professional Independence & Integrity

Each member should:

- Avoid any action which might compromise her/his integrity and/or bring discredit on the profession;
- Refuse inducements to show favour;
- Ensure that advice and recommendations are based on impartial consideration of all pertinent facts, circumstances and opinions derived from reliable and relevant sources;

- Declare at the first possible opportunity any personal, financial or business relationship or interest which might be thought to influence her/his judgement or objectivity and withdraw from any assignment where her/his judgement or objectivity might be compromised;
- Refrain from being involved in inappropriate relationships with those to whom s/he is offering a professional service;
- Refrain from any actions which might be construed as harassment;
- Have proper regard for the professional legal obligations of those with whom s/he is working;
- Acknowledge the source of any published or other research material used in his/her work;
- Take steps to ensure reasonable safety and supervision in the use of all procedures and equipment used in professional practice;
- When initiating or accepting a joint assignment with another specialist teacher ensure as far as possible that it will be carried out in accordance with this Code of Conduct;
- When publicising her/his work or services, give only information which is honest, factual and relevant to the profession of SpLD teacher assessor;
- Seek at all times to promote high standards within the profession of SpLD teacher/ assessor.