

# Making Sense Programme 2014 – 2019

## Final Report - Executive Summary

### Background and context for the final programme report

In 2014 Education Scotland on behalf of the Scottish Government published their report [Making Sense: Education for Children and Young People with Dyslexia in Scotland](#). The report highlighted five interlinking recommendations to improve the outcomes of learners with dyslexia which the Scottish Government's [response](#) supported. This Executive Summary provides an overview of the work undertaken by the [Making Sense Working Group](#) to support the collaborative implementation of the recommendations through the Making Sense: Dyslexia and Inclusive Practice Programme 2014 – 2019. The details of the programme and progress of each recommendation can be found in the full report.

### Dyslexia and Scottish Education

Scotland's education system is designed to be an inclusive one for all children and young people in Scottish early learning and childcare settings, schools and other educational establishments, with or without additional support needs. A [Scottish working definition of dyslexia](#) was developed in 2009 by the Scottish Government, Dyslexia Scotland, the Cross-Party Group on Dyslexia in the Scottish Parliament and a wide range of stakeholders and is recommended as helpful guidance by Education Scotland. [The Addressing Dyslexia Toolkit](#) provides free guidance and information for practitioners, schools and local authorities to support the recommended early and collaborative identification of dyslexia.

### Making Sense Report Recommendations:

1. Access to up-to-date practical advice for schools, learners and parents
2. High quality Career Long Professional Learning (CLPL) (school, local and national level) related to meeting the needs of learners with dyslexia
3. Initial Teacher Education (ITE)/Postgraduate course content to include dyslexia and additional support needs
4. Action to improve the quality of educational outcomes for learners with dyslexia, highlighting dyslexia friendly practice
5. Improved availability and use of reliable information on learners needs, development and achievements.

### Programme Progress

Supporting the implementation of the five interlinking recommendations and additional achievements within the programme was made possible through the positive collaborative partnerships within the [Making Sense Working Group](#) and with all the contributing stakeholders.

- A range of information and advice has been made available for schools, learners and families highlighting the [collaborative dyslexia identification pathway](#), support and resources.
- Through professional learning opportunities and engagement with Initial Teacher Education institutions, practitioners, schools and local authorities, a range of effective resources and approaches to support early identification of dyslexia, literacy difficulties and inclusive practice have been highlighted. Practitioners can now access free online learning modules on dyslexia, identification and inclusive practice set within the Scottish context. Following the programme's successful Professional Recognition Award pilot teachers can also participate in GTCs Professional Recognition accreditation in dyslexia and inclusive practice.
- [The Addressing Dyslexia Toolkit](#) was refreshed in March 2017 to improve the user experience. This has been supported by a range of professional learning events and master classes which have also highlighted the emotional and health and wellbeing aspects of dyslexia.
- Supporting learners with dyslexia through inclusive practice has been a key focus of the programme based on dyslexia friendly practice alongside learner and family engagement. [The Dyslexia and Inclusive Practice: Professional Learning Resource](#) has been developed to support schools and local authorities develop and improve their inclusive school community
- All of the professional learning opportunities and engagement with schools and local authorities have highlighted the importance of improving the collection of data for pupils with additional support needs including dyslexia. The school census [Specification and Guidance](#) was updated and includes improved guidance on recording dyslexia and the removal of the reference to a medical diagnosis. This will be helpful to schools who have been reluctant to record dyslexia learners under the previous guidance.

The Making Sense: Dyslexia and Inclusive Practice Programme has successfully developed an effective model of delivery which is currently being used to improve other areas of inclusion for Scottish education.

In conclusion and looking to the future, the Making Sense: Dyslexia and Inclusive Practice Programme has left a legacy of resources and stakeholder engagement for the continued and future improvement of the identification and support of learners with dyslexia. It is important that the stakeholders continue to engage with the resources to ensure that progress and momentum keeps going and that the needs of learners with dyslexia and their outcomes are improved.

