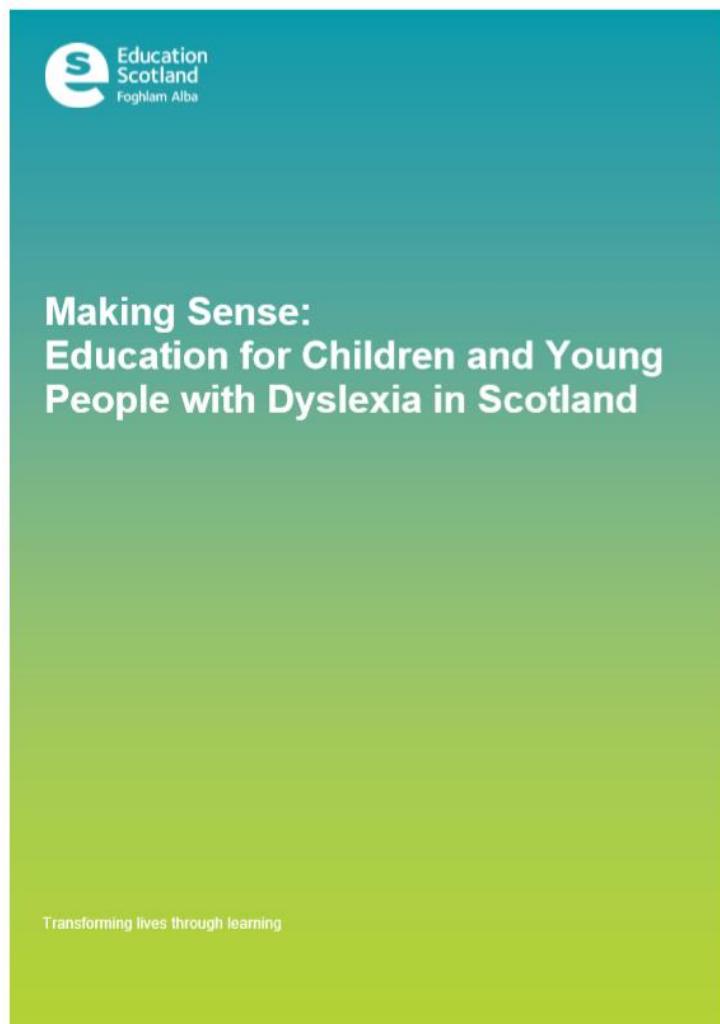


Making Sense Programme

Final Report

January 2020

Making Sense Programme: Final Report



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Introduction and Background

In 2014 Education Scotland published their report [Making Sense: Education for Children and Young People with Dyslexia in Scotland](#). The Making Sense report was the outcome of an independent review of education for children and young people with dyslexia carried out on behalf of the Scottish Government. The report highlighted five interlinking recommendations, as below, to improve the outcomes of learners with dyslexia which the Scottish Government's [response](#) supported.

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.

The Scottish Government established the [Making Sense Working Group](#) to support stakeholders to implement the Making Sense report's recommendations. The group was co-chaired by the Scottish Government and Education Scotland for the initial project set up and then chaired by the Scottish Government throughout the remainder of the programme. This is the final report of the work undertaken by the Making Sense Working Group to support the implementation of these recommendations through the Making Sense: Dyslexia and Inclusive Practice Programme 2014 – 2019.

Dyslexia and Scottish Education

Scotland's education system is designed to be an inclusive one for all children and young people in Scottish schools, with or without additional support needs.

Scotland's 'needs led' and rights based educational system places the learner at the centre and the provision of support is not dependent upon a formal label such as dyslexia, autism, physical disability or mental health. However, this does not mean that there is no requirement to appropriately identify dyslexia.

Identifying dyslexia as early as possible will support future learning, teaching and wellbeing. It can be extremely important to individuals and their families that the term 'dyslexia' is used appropriately as it can support their understanding of what dyslexia means for them.

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. It is one of many definitions available and is recommended as helpful guidance by Education Scotland for local authorities, educational practitioners, children, parents/carers and others to provide a description of the range of indicators and characteristics of dyslexia.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds.

Dyslexia is a hereditary, life-long, neurodevelopmental condition.

Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

Scottish Working Definition of Dyslexia

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and/or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability

Motor skills and co-ordination may also be affected.

This short video on the Scottish Working Definition of Dyslexia gives some real-life examples from children and young people about what it means for them:

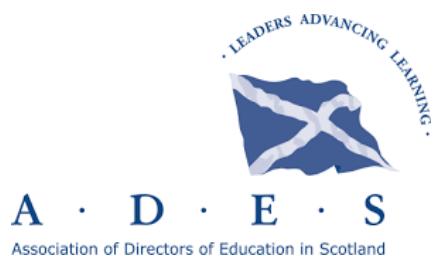
<https://unwrapped.dyslexiascotland.org.uk/create-and-share/videos/what-is-dyslexia>

Here is a young person talking about their dyslexia identification on video:

<http://unwrapped.dyslexiascotland.org.uk/create-and-share/videos/beth-youth-day-2018>

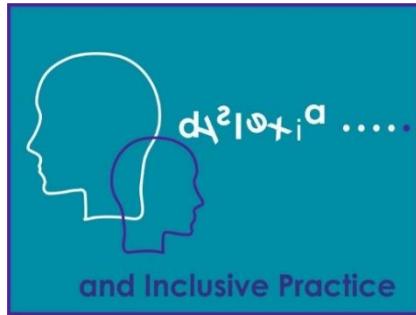
National stakeholder support from leadership organisations

The Association of Directors of Education in Scotland (ADES) and the Association of Scottish Principal Educational Psychologists (ASPEP) have confirmed that they will continue to work with Dyslexia Scotland to ensure that assessment and intervention for children and young people who may have dyslexia promote their progression in learning within the wider National Practice Model and Curriculum pathways.



ASPEP

The Association of Scottish Principal Educational Psychologists



2014 Making Sense Report Recommendations

Supporting the implementation of the five interlinking recommendations and additional achievements within the project was made possible through the positive collaborative partnerships within the Making Sense Working Group and all the stakeholders. The Making Sense Dyslexia and Inclusive Practice programme was funded by the Scottish Government and Education Scotland with strong support from Dyslexia Scotland. The programme implementation was led by a Scottish Government and Education Scotland jointly funded National Development Officer for Dyslexia and Inclusive Practice.

This report provides details of the developments and ongoing progress under each of the recommendations, some of which interlink with one another. Where there is a direct link the icon below will be shown and will include the relevant recommendation numbers.



Recommendation 1

1 2,3,4,5

1. Teachers, support staff, learners and parents should have access to up-to-date practical advice and guidance on dyslexia:

1.1 Local authority websites, including guidance for parents, must contain information and contact details relating to provision for children and young people with additional support needs, including those with dyslexia, in line with responsibilities under section 26 of the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended).

Progress

Guidance [Appendix A] has been made available to all 32 local authorities.

Included within this guidance is a checklist which is intended to support local authorities in the development and updating of their websites, to ensure that they include appropriate guidance, information and contact details relating to provision for children and young people with dyslexia. This checklist could be adapted by local authorities to ensure their websites also have navigation paths for users to access information relating to provision for children and young people who require additional support. This [guidance](#) is available on the Addressing Dyslexia Toolkit.

1.2 Local authorities should ensure that teachers have access to Dyslexia Practice Guidelines, linked to their literacy strategy.

Progress

Links to the 2010 National Literacy Strategy were within the 2014 review. Since the publication of the review and recommendations the national focus on supporting literacy has continued to be developed. Local authorities and schools now make use of a range of national resources and guidance to support their literacy strategies, examples of which can be found in the [Annex B]. The Making Sense Programme focused on supporting schools and local authorities to embed approaches which support dyslexia and literacy difficulties within their literacy and wider inclusion strategies with the aim of supporting all learners.

- The National Development Officer, working collaboratively with Dyslexia Scotland and partners, has supported local authorities to develop their policies, approaches and professional learning on dyslexia and inclusive practice through, for example:
 - advising and supporting local authority planning meetings
 - liaising with literacy officers within Education Scotland and local authorities
 - providing advice and information which continues to be shared at professional learning events and during discussions with local authorities and [Regional Improvement Collaboratives \(RICs\)](#)

1.3 Establishments should have a whole school approach to dyslexia as part of each school's literacy strategy and inclusive practices, linked to staff professional learning opportunities.

Progress

The National Development Officer, working collaboratively with Dyslexia Scotland and partners, has supported local authorities to develop their policies, approaches and professional learning on dyslexia and inclusive practice, for example:

- The Addressing Dyslexia Toolkit Working Group developed a range of resources including literacy resources, such as the literacy circles and downloadable Toolkit presentations, all freely available from the Addressing Dyslexia Toolkit
- The Addressing Dyslexia Toolkit Working Group members have developed and delivered an extensive range of professional learning
- Information was shared with Education Scotland's National Literacy team and with their network.
- Information on dyslexia is available on Education Scotland's [National Improvement Hub](#) and on [National Literacy and Professional Learning Community](#) and [National School Libraries](#) within the GLOW Professional Learning Communities.
- Three free online [professional learning modules](#) which were developed in collaboration with Education Scotland, the Scottish Government and the Open University OpenLearn Create have been published.

1.4 Dyslexia Scotland should work with local authorities and schools to encourage all teachers to be familiar with, and make appropriate use of, the Addressing Dyslexia Toolkit (Toolkit).



Background

The Addressing Dyslexia Toolkit is a free online resource developed to help teachers support children with dyslexia and literacy issues. The Toolkit is managed by Dyslexia Scotland, with financial support from the Scottish Government. An expert working group chaired by Education Scotland meets six times a year to maintain and update the Toolkit. This working group is made up of representatives from six different local authorities as well as from national agencies including CALL Scotland, the Association of Scottish Principal Educational Psychologists, Education Scotland, the Scottish Government and Dyslexia Scotland. The local authorities represented on the group share experiences and good practice from their areas, in order to encourage practitioners, establishments and local authorities to make good use of the Toolkit as a live resource that they regularly consult, to help address dyslexia. The working group representatives also play a large part in disseminating the Toolkit within and beyond their own establishments and local authorities.

Progress

The Toolkit was first launched in 2010; overall, the feedback from practitioners using the earlier versions of the resource was positive, as the Toolkit had a wealth of helpful advice, tools and strategies. However, many practitioners reported that the Toolkit website was so large that it was hard to find information quickly and easily. In response to this feedback and the recommendation in the Making Sense report, the website was refreshed with substantial changes and improved structure to encourage more practitioners to use it. These changes included:

- Improving the navigational experience for practitioners
- Increasing access to the Toolkit on a range of digital devices such as mobile phones and tablets
- Provision of professional learning opportunities

Toolkit Refresh and Launch 8th March 2017

The Toolkit was refreshed and jointly launched by John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills and Sir Jackie Stewart, OBE, President of Dyslexia Scotland. Over 70 people from local authorities, schools and universities attended the launch. In this short video, at the launch, Sir Jackie, who is dyslexic, explains why he believes tackling dyslexia is so important:

<https://www.ed.ac.uk/news/2017/motorsport-legend-praises-dyslexia-teaching-aid>

Dyslexia Scotland, working with the National Development Officer and partners, organised and participated in a wide range of information sharing, and professional learning events and opportunities to promote the refreshed Toolkit and support practitioners to maximise their use of the free online resource.

The working group, managed by Dyslexia Scotland and chaired by Education Scotland, continues to develop and disseminate the Toolkit. The focus has been on building a positive culture, increased confidence and good, consistent practice

among teachers in addressing dyslexia, linking into the implementation of the Making Sense report's recommendations and Scotland's education and legislative framework.

Feedback from launch event about the refreshed Toolkit

"The new website will help me find information to support pupils and teachers much more effectively".

"The Toolkit will be beneficial to all teachers for professional development of skills of teaching literacy."

"Very grateful to be able to access training at a variety of levels allowing for progression and at a time convenient to the individual.
Would be interested in any additional info regarding modules."

Addressing Dyslexia Toolkit Dissemination

The Making Sense report highlighted the expectation that schools and local authorities access the Toolkit. The Toolkit has been and continues to be promoted through a wide range of opportunities and events, some examples of which are highlighted below.

- The Addressing Dyslexia Toolkit Working Group dissemination activities
- Publication of three free online Dyslexia & Inclusive Practice professional learning modules which were developed in collaboration with Education Scotland, Scottish Government, Dyslexia Scotland and the Open University OpenLearn Create.
- Dissemination of advice, guidance and resources such as the Toolkit and modules – including:
 - Masterclasses and professional learning events
 - Awareness raising at local authority link officer meetings

- Awareness raising during professional learning sessions with local authority staff
- Presentation at the Scottish Council of Independent Schools (SCIS) network (Support for learning)
- Annual Dyslexia Scotland Education conference (workshops and keynote presentations), 2015 - 2019
- Links on the Scottish Government and Education Scotland websites
- Dyslexia Scotland Branch meetings and annual residential event
- Workshops on Dyslexia and Inclusive Practice
- GLOW – Toolkit tile
- Articles in the Dyslexia Scotland magazine
- Development of a probationer teacher pack is in progress for distribution in 2019/20. The Probationer's pack aims to raise awareness amongst probationers about the Toolkit, modules and related resources. The pack will comprise of a printed bag containing the Toolkit leaflet, the identification pathway summary, information on the modules, resources, a credit card-shaped information card for ID badges and stationery.

Feedback from the 2017 Education Conference workshop on the refreshed Addressing Dyslexia Toolkit

“Reminded of the usefulness of the Toolkit, to all teaching staff not just SfL staff”

“Learning about the Dyslexia Toolkit will inform my practice and I plan to share this with my colleagues”

“I got a lot out of the session about the Addressing Dyslexia Toolkit, lots to feedback to staff to raise overall awareness of dyslexia.”

“Had heard of the Dyslexia Toolkit but had not investigated it, will now be doing so to see what I can take from it that would be useful in my school”

“The most useful thing was the new slimmed down Dyslexia Toolkit - I will certainly be looking at this - have been put off in the past by the old version... it gave me the motivation to go and see how I can make this tool work in my school!”

Analytical statistics on Toolkit usage

The Toolkit website analytics data demonstrate an ongoing substantial increase of visitors to the site. The data are regularly reviewed and continue to influence further developments and revisions of the Toolkit.

The following statistics show the number of new and returning visitors to the Toolkit website since its refresh in March 2017, as well as the most popular pages viewed, and documents downloaded. The statistics show that there are still consistently high numbers of visitors who are new to the site as well as around 17% of users who return. The pages about the online modules are very popular (see Annex B), as are the pathway, the dyslexia definition and practical help such as strategies, forms and templates and resources. The data also indicate that events which highlight dyslexia, such as the Dyslexia Scotland Education conference, Dyslexia Awareness Week events in November, roadshows,

conversation events and masterclasses, and Education Scotland's Dyslexia and Inclusive Practice Round Table events encourage visits to the Toolkit.

Dates	1/4/17 – 31/3/18	1/4/18 – 31/3/19	1/4/19 – 31/12/19 (9 months)
Users	24,326	30,897	19,358
Sessions	31,160	36,839	26,186
% of New and Returning users	81% new 19% returning	84% new 16% returning	84% new 16% returning
Downloaded documents and Outbound links or clicks	45,911	54,003	37,738

Overall Top 5 pages since 2017	Overall Top 5 downloads (Documents)	Overall Top 5 downloads (PDFs)
1. Identification forms/templates	1. Establishing Needs Form	1. Identification pathway
2. Online free modules	2. What to look for Checklist – levels 1 +2	2. Dyslexia pathway
3. Form and templates	3. Establishing Needs Form	3. Writing circle
4. Assessing and monitoring	4. Pupils Checklist	4. Addressing Dyslexia Toolkit flier
5. Strategies and resources	5. Definition planning tool	5. Reading circle

1.5 Education Scotland should produce national guidance for teachers on education for children and young people with dyslexia in the wider context of additional support needs.

Progress

- In summer 2014 Education Scotland issued guidance in the form of an [executive summary](#)



- The promotion of the working definition of dyslexia as outlined in the introduction has been a key feature throughout the programme.
- [A Dyslexia and inclusive practice landing page](#) was developed on the Education Scotland National Improvement Hub on which guidance, professional learning and resources can be accessed.
- A wide range of information has been shared with schools and local authorities to improve practitioners' awareness of:
 - the Making Sense Review;
 - the Scottish working definition of dyslexia;
 - their understanding of dyslexia and inclusion; and
 - approaches set within the Scottish context to support inclusion and additional support needs.

Recommendation 2

2

1,3,4,5

2. Teachers, support staff and local authority staff should have access to a wide range of high-quality career-long professional learning opportunities at school, local and national level related to meeting the needs of children and young people with dyslexia.

2.1 Teachers should ensure that they develop their skills to be able to meet their responsibilities in relation to additional support needs in line with the GTCS standards and should consider applying for GTCS Professional Recognition for relevant continuing professional learning.

Dyslexia and Inclusive Practice Professional Recognition Pilot

Progress

With Scottish Government support, Education Scotland and Dyslexia Scotland provided free high-quality dyslexia and inclusive practice professional development for General Teaching Council for Scotland (GTCS) registered teachers, set within the Scottish context. This was done through the series of masterclasses reported elsewhere (See Dissemination, [Recommendation 1](#) for further information) and led by the National Development Officer with support from local authority practitioners.

A Professional Recognition Award pilot was developed in partnership with the GTCS, to deepen the knowledge of professionals willing to undertake three modules. At the time of writing this report, ten teachers from the pilot have

achieved GTCS Professional Recognition Awards for their work in supporting Dyslexia and Inclusive Practice. In order to enable a cohort of teaching professionals in Scotland to be well equipped to identify and support learners with dyslexia, 30 participants were chosen from 85 applicants to take part in the GTCS/Dyslexia Scotland Professional Recognition Award pilot. This involved four free masterclass events from September 2017 – August 2018, and a Study Day in May 2019.

In order to gain the Professional Recognition Award participants undertook a practitioner enquiry. [Practitioner enquiry](#) is an investigation which considers a research question and is usually undertaken within the practitioner's own practice or context. Sharing the findings with others can have an impact on practice and ultimately pupil experience.

With support from the pilot participants, the Scottish Government and Education Scotland, successful practitioner enquires will be summarised and published on the Addressing Dyslexia Toolkit and the National Improvement Hub.

Dyslexia Scotland Professional Learning Award

In August 2018, the GTCS awarded Dyslexia Scotland the [Professional Learning Award for Organisations Quality Mark](#) for a three year period to recognise the work it does to support and promote teacher professional learning.

This Quality Mark assures the public that the organisation has been assessed through the GTCS's independent quality assurance processes. The GTCS gave the award in recognition that,

'the key features of high quality, effective professional learning in line with the Professional Learning Model and key features of Professional Update have been clearly demonstrated and are embedded into the principles of the programme design and the learning on offer'.

Further information on this professional learning quality mark is available on [the General Teaching Council for Scotland](#) website.

The range of professional learning that Dyslexia Scotland offers for educators in collaboration with a wide range of partners is in Dyslexia Scotland's [List of Top Ten Resources for teachers](#).

2.2 Local authorities should extend the range and quality of career-long professional learning related to meeting the needs of children and young people with dyslexia and make these available on a regular basis.

Progress

- The Toolkit has downloadable professional learning resources which have been designed to support schools and local authorities provide collegiate and in-service sessions.
- The masterclasses which supported the first module provided opportunities for local authorities to access the professional learning material for use in their settings.

Dyslexia Scotland Education Conference

This conference is attended by over 250 teaching practitioners each year, with a wide range of keynote speakers and workshops. Over the past five years the conference has included speaker and/or workshop input about the Making Sense Review, the Toolkit and three free online modules, the GTCS Dyslexia and Inclusive Practice pilot practitioner enquiry projects and the Ambassador outreach programme. Many of the workshops are run by practitioners from local authorities across Scotland.

Feedback from conference delegates

"How to access training and the resources that are available on website. Very useful."

"I gained so much, I am planning to do the modules in the near future. Speaker was clear."

"I'm heavily involved in delivering this within our authority but good to hear the updates and national perspective on this."

"I had no idea about many of these projects – it has inspired me to look into this further."

"[The most useful thing was] listening to colleagues who had undertaken the learning modules. I would like all our staff to undertake Module 1 as a matter of course."

2.3 Education Scotland should work with Dyslexia Scotland and other relevant stakeholders to develop a comprehensive dyslexia professional learning package which can be used by local authorities to increase the capacity of teachers to meet learning needs.

Progress

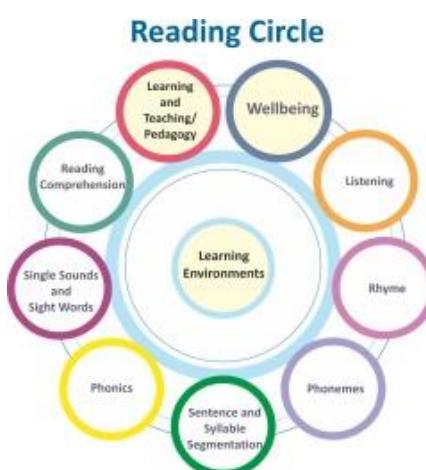
The Making Sense report recognised there were limited professional learning opportunities in dyslexia for teachers in Scotland which meant that many teachers were accessing learning in England. In response to this, the Making Sense Working Group identified the need for free professional learning resources set within the Scottish education context.

A writing group, with representatives from local authorities, led by Education Scotland and Dyslexia Scotland, developed and published a series of free professional learning resources, which included:

- The Dyslexia and Inclusive Practice Route Map

This professional learning resource was first published in 2015 and has been updated. It is designed to support learning about and understanding of dyslexia and inclusive practice. This resource links to the General Teaching Council for Scotland's Professional Standards.

- The Reading and Writing Circles – these literacy circles were developed to help teachers gain an understanding of how the literacy skills have developed for the child or young person with whom they are working. The circles can be used in primary and secondary sectors and may also be beneficial for children and young people for whom English is not their first language, as well as for adults. The circles provide:
 - Descriptions of the key areas involved in the acquisition of reading skills
 - A tool to identify areas of difficulty
 - Approaches and strategies for each key area



Writing Circle



- Three free online Dyslexia and Inclusive Practice professional learning modules developed in collaboration with Education Scotland, Scottish Government, Dyslexia Scotland and the Open University OpenLearn Create. The modules support the GTCS Professional Standards, Professional Update and Professional Recognition and are primarily for teachers, school management and GTCS registered local authority education officers. The modules need to be completed in order:
 - Module 1: 'Introduction to Dyslexia and Inclusive Practice'
 - Module 2: 'Supporting Dyslexia, Inclusive Practice and Literacy'
 - Module 3: 'Dyslexia: Identification and Support'



The modules were disseminated and promoted through a series of workshops and masterclasses.

In 2017-18, in partnership with members of the Toolkit and Making Sense Working Groups, Dyslexia Scotland and Education Scotland delivered five free masterclass events in five cluster local authority areas – Edinburgh, Glasgow, Kilmarnock, Dundee and Inverness - inviting 100 delegates per event. The aim was to train 500 'early adopter' teachers willing to train others in their local authority areas. The events, funded by the Scottish Government, set out to deepen teachers' knowledge about the Toolkit, Module 1 and the reflective log. Two of these events were held on Saturdays and three on weekdays.

Further information on the masterclass events can be found in Annex C.

In addition to the masterclasses, at the 2018 Dyslexia Scotland Education Conference a workshop on 'Dyslexia and Inclusive Practice: an update on the Making Sense Programme' was provided and the online modules and practitioner enquiries were highlighted.

Module 1 of the online training modules gained national recognition when it was shortlisted for the Glasgow Herald's Global Game Changers Awards under the category of 'Collaboration for Change'.

Evidence from module surveys

Anyone who completes the Open Learn Create modules has the option of completing a survey about their experience through the Survey Monkey platform. See the table in the Annex C for an overview of the levels of satisfaction amongst those who had completed this survey by the end of July 2019. In addition, here are some comments about each module by some of those respondents.

Module 1

"Module 1 should be mandatory for all teachers."

"At long last. Thank you. I will be encouraging as many staff as possible to complete this module."

"It is a great idea to provide this sort of resource - in general I find class teachers to be a bit wary of dyslexia as they feel that they are unqualified to comment or act. This free, online course provides me with somewhere I can direct colleagues who wish to develop their understanding of dyslexia and how learning can be affected."

Module 2

"The information on legislation and procedures with the Scottish context was very useful."

"I feel it offers a clarity and a resource to refer back to as I don't like to rely on my memory alone."

Module 3

"I think this is an excellent course. Each module developed further depth of understanding of the topic".

"I have newly joined the Scottish system and the guidance on extra reading was particularly helpful....I am hoping to take the lead in how we assess and support students with dyslexia next term."

Recommendation 3

3 1,2

3. Initial teacher education (ITE) and postgraduate awards and courses should give a high priority to developing knowledge and skills in relation to dyslexia and additional support needs.

3.1 The Scottish Teacher Education Committee (STEC) should continue to work with the Scottish Government, General Teaching Council for Scotland (GTCS), Education Scotland and all ITE institutions to ensure greater consistency of initial teacher education course content across Scotland in relation to dyslexia and additional support needs.

Background

In 2007, the Scottish Teacher Education Committee (STEC) Inclusion Group, now the Scottish Council of Deans, with the support of the Scottish Government, established a working group on which there was representation from all of the (then) seven universities involved in initial teacher education to develop a National Framework for Inclusion to align with the GTCS Standards for Registration. The National Framework for Inclusion is underpinned by a rights-based perspective consistent with the ASL Act which ensures that children and young people with dyslexia and other additional support needs are recognised as fully participating members of the school community. It is designed to support teachers (and other professionals) in responding to individual differences between learners as well as to take steps to ensure that children with additional support needs such as dyslexia are not marginalised within the mainstream. In this way, the National Framework for Inclusion supports a consistent inclusive pedagogical

approach to teacher education for inclusion nationally. The National Framework for Inclusion was launched in 2009 and revised in 2014 in response to an update of the Standards by the GTCS.

([http://www.frameworkforinclusion.org/STEC14%20Report%20Jun\(PDF%20V\).pdf](http://www.frameworkforinclusion.org/STEC14%20Report%20Jun(PDF%20V).pdf)

Progress

Since 2007, the group, now known as the Scottish Universities Inclusion Group (SUIG) has met three times each academic year to review how course content is embedded in different programmes and ensure that consistent approaches to Initial Teacher Education are maintained. The Scottish Universities Inclusion Group is an established and dynamic group that seeks to ensure that the Framework is refreshed in line with GTCS updates. In 2018, a national study was launched to map the ways that the Framework is enacted across the university based providers of initial teacher education. Eight universities are participating in the study, which will assist in preparing course leaders to revise the Framework in support of the 2020 GTCS update. Through the activities of the group, new course leaders and programme directors are continuously inducted to the inclusive pedagogical approach promoted by the Framework and the Framework itself reflects current GTCS standards in Scotland.

Three of the ITE providers in Scotland confirmed engagement with the online professional learning modules in Dyslexia and Inclusive Practice. They encourage student engagement with the Dyslexia and Inclusive Practice online modules, in particular Module 1.

Another provider is interested in encouraging more engagement with Module 1 in the current academic year. There is further opportunity to raise awareness through the Scottish Universities Inclusion Group when the Making Sense Working Group, Scottish Government and Education Scotland representatives

attend a meeting of the Scottish Universities Inclusion Group to promote the online modules.

The Toolkit working group members and Dyslexia Scotland Young Ambassadors and Trainers have presented at 8 seminars to over 560 ITE students in three universities to highlight the work of the Making Sense programme and the range of free resources available to them for their continuing professional learning and to help them support their future pupils. Some of these sessions have also highlighted the emotional and health and wellbeing aspects of dyslexia.

The ongoing collaboration of ITE providers aims to ensure greater consistency and coverage of the needs of students with Dyslexia and other additional support needs as the responsibility of all teachers.

3.2 STEC and GTCS should also work together to standardise the quality and content of postgraduate awards and courses relating to meeting additional support needs, where possible accrediting them with Professional Recognition.

Progress

The General Teaching Council for Scotland seeks to ensure that programmes of Initial Teacher Education (ITE) are professionally appropriate, demanding and prepare students for registration as a primary or secondary teacher. Additionally, the GTCS recognises the need for high-quality professional learning and development programmes to ensure that teacher professionalism is maintained and enhanced and that learning experiences are professionally recognised and valued.

Within the ITE accreditation documentation there are specific references to how programmes develop knowledge and skills in relation to additional support needs

including dyslexia. For example, in the Evaluation Framework: Accreditation of Programmes of Initial Teacher Education in Scotland (September 2019), section 3.3 'Programme Design' states that Initial Teacher Education providers should provide an outline of how a programme is developed and designed to,

"...promote equality and diversity and empowers students to adopt these principles. For example outline how additional support needs such as Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD); Autism; Developmental Coordination Disorder (Dyspraxia) (DCD); Dyslexia; and Tourette syndrome are addressed and how students are prepared to work with children experiencing trauma or who have had adverse childhood experiences".

This Evaluation Framework is used as criteria to ensure consistency of content and quality across Scotland's ITE programmes, expectations in relation to additional support needs have been influenced through effective partnership working including engagement with the Making Sense recommendations.

Professional Recognition is awarded to professional learning providers who offer programmes of study that lead to accomplished expert teachers in the area being studied.

As well as the Dyslexia and Inclusive Practice Professional Recognition Award the GTCS currently accredits Professional Recognition Awards to a number of programmes with a focus on additional support needs such as:

- Literacy/Dyslexia Support Service, offered by City of Edinburgh Council
- MEd Inclusion and Learners' Support, offered by University of Dundee
- MSc Inclusive Education, offered by University of Glasgow

Recommendation 4

4

1,2,3,5

4. Schools, local authorities and national partners should take action to improve the quality of educational outcomes for children and young people with dyslexia.

4.1 Schools and local authorities should improve their practices in identifying, planning and the range of approaches used to meet the needs of children and young people with dyslexia with a high priority given to early intervention.

Progress

- Through the professional learning opportunities and engagement with schools and local authorities, a range of effective resources and approaches to support early identification of dyslexia and literacy difficulties was highlighted. This included:
 - Sections within the Toolkit which support a collaborative pathway for the holistic identification of dyslexia and literacy difficulties.
 - The Reading and Writing circles.
 - The National Development Officer, in collaboration with Dyslexia Scotland, worked with local authorities to support the development of their local policies and approaches.
 - The identification pathway is being extended and updated to provide further information and support for practitioners.
 - Films and resources about the importance of effective communication with parents/carers.

- The Toolkit working group supported the Dyslexia Scotland Ambassador outreach programme funded by the Scottish Government. This aimed to raise awareness of dyslexia throughout the school. The pilot worked with primary school children, their families and teachers. Further information is available in 4.2.

4.2 Parents, children and young people should be more involved in discussions and strategies related to dyslexia, in line with responsibilities under section 12 of the Additional Support for Learning Act and staff should seek and take account of their views.

Progress

The following examples outline some of the ways in which parents/carers, children and young people with dyslexia have been involved in discussions and strategies related to dyslexia since the 2014 Making Sense Review. This work has been supported through funding from the Scottish Government.

Through this engagement with parents/carers and young people, a wealth of evidence has been gathered about young people's experiences of dyslexia and what matters to them.

The following video is one example of a film that made by a dyslexic boy to raise awareness during Dyslexia Awareness Week, which can be found on the Dyslexia Unwrapped website.

<http://unwrapped.dyslexiascotland.org.uk/create-and-share/videos/dyslexia-is-rubbish-and-awesome>

"I learned that I am not the only one and there are lots of things available to help me."

"My son came back positive about the strategies he learned."

"[I learned] the difference an identification of dyslexia can make to a young person's self-esteem. I need to be more pro-active in my role as SfL teacher in identifying pupils."

"My daughter left with a real boost in her confidence – thanks to all the staff for a fantastic day!"

- The National Development Officer, in collaboration with Dyslexia Scotland, attended parent/carer sessions and Dyslexia Scotland branch meetings
- A series of parent masterclasses have been run by Dyslexia Scotland across Scotland since March 2018
- Dyslexia Scotland Ambassador education outreach programme
- Feedback from schools and parents about the above Ambassador programme
- Dyslexia Unwrapped – involvement of young people, including the Young Ambassadors, in developing the children and young people's website
- Dyslexia Unwrapped – Survey feedback on first anniversary of website, January 2019
- Dyslexia Unwrapped analytical statistics [[Annex D](#)]
- Youth Days - Feedback from Youth Day participants and from parents
- Dyslexia Scotland's Young Ambassadors' involvement in sharing their experiences at events such as Youth Days [[Annex E](#)]
- Young Ambassador Voice – Feedback about Young Ambassador Rachel Miller's keynote talk at Education conference, October 2018 [[Annex F](#)]

- During Dyslexia Awareness Week each year, Dyslexia Scotland has a dedicated [webpage](#) with resources, presentations and posters for schools to access. In addition, as part of the Awareness Week, Ellie's Blue ribbon campaign distributes 50,000 blue ribbons to schools, workplaces and other organisations. Each year, young people, teachers, schools and libraries share their stories on social media about pupils' presentations by Dyslexia Champions in assemblies and classrooms and other events including Wear Blue day, Bake sales, competitions (such as list 10 famous dyslexic people).

Dyslexia Scotland Ambassador education outreach programme

The aim of this programme was to reinforce the Toolkit dissemination programme by supplementing it with a programme of teachers', pupils' and parents'/carers' workshops in selected primary schools. Led by two of [Dyslexia Scotland's Ambassadors](#), Paul McNeill and Rossie Stone, the pupils' workshops aimed to raise awareness of dyslexia throughout the whole school environment, while the teachers' workshops aimed to embed the Addressing Dyslexia Toolkit into everyday practice. The parents' workshops led by Paul McNeill outlined his personal story about dyslexia including as a parent of a dyslexic child and introduced the programme to parents whose pupils were taking part.

During Phases 1 and 2 (2017 – 2019), the programme engaged with 22 primary schools in total across four different local authorities (Falkirk, East Dunbartonshire, Glasgow City and South Lanarkshire). The programme involved three to four workshops per school, including inspirational workshops by our Ambassadors, which developed four 'Dyslexia characters' to help dyslexic pupils identify issues and solutions to help them learn. Rossie Stone, cartoon artist and creator of Dekko comics, created the cartoons. The schools were identified in liaison with the Director of Education in each of the local authorities and in consultation with the Toolkit and Making Sense working groups.

The pupils who took part in the interactive workshops led by Paul McNeill/Rossie Stone shared their views/experiences of dyslexia and contributed to the development of the cartoon characters by reflecting their own experiences, coping strategies and issues. Around 660 pupils (30 pupils per school in 22 schools across 4 local authorities) shared their experiences in this way.

A teaching pack will be available in 2020 for all local authorities. The pack will include the three presentations used (for the teachers, parents and pupils), the programme's intended and actual outcomes, a summary of lessons learned, a link to a film clip of a pupils' workshop and the comics. Pupils' own stories and drawings will be also shared in the pack as well as on Dyslexia Unwrapped website.

See [**Annex F**](#) for feedback from the schools and parents that demonstrates the impact of the Ambassador programme.

4.3 HM Inspectors should continue through inspections to monitor the quality of provision and outcomes for children and young people with dyslexia.

Progress

Inspections of schools and Early Learning and Childcare settings routinely evaluate Quality Indicator 3.1 Ensuring wellbeing equality and inclusion, with the themes of

- Wellbeing,
- Fulfilment of statutory duties, and
- Inclusion and Equality.

Quality Indicator 3.1 focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

Ongoing professional learning for HM Inspectors includes a focus on equality and inclusion. This includes dyslexia.

Evidence about progress of different groups of learners, including dyslexic learners is routinely discussed in all school inspections.

The use of Quality Indicator 3.1 in inspections is sending strong signals to the sector that ensuring wellbeing, equality and inclusion requires strong strategic leadership.

4.4 The Scottish Government should work with Dyslexia Scotland to consider national accreditation schemes for Dyslexia Friendly Schools and Dyslexia Friendly Authorities.

Progress

Stakeholder engagement identified that the most effective model to support schools and local authorities to improve the educational experience for their learners was to focus on dyslexia and inclusive practice and not a national accreditation scheme. There was consensus that the pedagogy and approaches which support dyslexic learners are in fact 'good learning and teaching' and are supported by the existing self-evaluation framework.

- [How Good is our School? \(Fourth Edition\)](#)
- [How Good is OUR school? Part 1](#)
- [How Good is OUR school? Part 2](#)



Dyslexia and Inclusive Practice: Professional Learning Resource



**Dyslexia and Inclusive Practice:
Professional Learning Resource**

Improving Practice and Empowering Whole School
Approaches to Support Learners



Education Scotland and the Scottish Government, working with stakeholders, have developed a professional learning resource to support schools and local authorities to use a reflective and evaluative approach to;

- improve the outcomes for dyslexic learners
- improve practice
- empower whole school approaches to support learners
- support professional learning on inclusive practice
- evaluate and evidence impact
- fulfil statutory duties; and
- build on partnerships within the Regional Improvement Collaboratives, developing opportunities to share practice, reduce duplication of resource development and work together.

Recommendation 5

5 1,2,3,4

5. The availability and use of reliable information on children and young people's needs, development and achievement should be improved.

5.1 In partnership with the Scottish Government, local authorities should improve the quality and use of data regarding the number of children and young people identified as having dyslexia.

Progress

To have effective data on the numbers of children and young people with dyslexia requires that those in schools and local authorities:

- understand what dyslexia is and use the 2009 Scottish Working Definition of Dyslexia
- use the collaborative pathway to support identification – preferably early identification from approximately the end of Primary 2 onwards
- understand that although a label is not required in Scotland for a learner to receive the appropriate support, identification can nonetheless be extremely important for the individual's wellbeing.

All of the professional learning opportunities and engagement with schools and local authorities that have been outlined in this report highlighted the importance of these factors.

There is evidence that through this multi-layered approach we are beginning to see an increase in the identification of dyslexia recorded by schools and local authorities. **[Annex G].**

Data from the pupil census carried out in 2018 was compared with data from the equivalent census of 2014 to consider any changes in the reporting of pupils with dyslexia as a reason for having an additional support need (ASN) by local authorities over this four-year period. Overall, in 2018 1.4 percent of pupils were recorded with dyslexia as a reason for ASN at primary, compared with 1.1 percent in 2014, a 0.3 percentage point increase. In 2018, 5.6 percent of pupils were recorded with dyslexia as a reason for ASN at secondary, compared with 4.0 percent in 2014, a 1.6 percentage point increase. These increases were concurrent with increases in the overall percentage of pupils in primary and secondary schools with ASN and, therefore, may be driven by the same factors.

The same data shows that there is still considerable variation in the recording of pupils with dyslexia as a reason for ASN across local authorities and that this variation has not decreased from 2014 to 2018. For example, in 2018 one authority reported that 1.6 percent of its secondary population had dyslexia as a reason for ASN while in another authority the comparable figure was seven times greater at 11.9 percent.

The pattern of rates of pupils being reported as having dyslexia as a reason for ASN across local authorities remained similar between 2014 and 2018. That is, those local authorities recording the highest rates in primary and secondary schools in 2014 were doing so in 2018 (and vice-versa for those recording the lowest proportions).

The prevalence of dyslexia in the population is estimated to be up to 10%. The above figures from the pupil census are not directly comparable with estimates relating to the population as information on the entire school population is not included. Independent, grant-aided and special schools are all excluded from the analysis. Rates of dyslexia may be higher or lower in the pupil population of some

of these schools than in those considered in the analysis. Additionally, the pupil census only records pupils who receive additional support to access education as a result of having dyslexia or exhibiting dyslexic characteristics. It therefore includes pupils who do not have a formal identification of dyslexia recorded and may exclude pupils who have a formal identification of dyslexia but who the school and/or local authority do not consider to require additional support (for example, if their needs are already being met by their usual provision).

These factors mean the information from the pupil census is not directly comparable with the estimation of the prevalence of dyslexia in the general population. Despite this there does appear to be clear evidence that the number of pupils reported with dyslexia as a reason for ASN is lower than expected, particularly in some local authorities.

5.2 The Scottish Government should review the data which it is intending to collect for the census and improve the clarity of instructions for school/pupil census submissions to improve the quality of data available regarding children and young people with dyslexia.

Progress

SEEMiS reporting for schools. Dyslexia classification

All 32 local authorities use SEEMiS in their schools to record data on their learners. Additional Support Needs (ASN) data must be recorded in the Personal Tab Click+Go for all relevant early years and childcare settings, primary and secondary pupils. The data includes:

- pupil needs;
- the type of staff required to support those needs; and
- level of intervention.

Information from the Personal Tab is exported to ScotXed for census purposes and is also used by local authorities. The local authorities and schools are responsible for the quality assurance of this data.

To improve collection of data for pupils with additional support needs, the [Specification and Guidance](#) was updated and published in July 2019 for the 2018 pupil census collection. The update includes improved guidance on recording dyslexia and the removal of the reference to a medical diagnosis will be helpful to schools who have been reluctant to record dyslexia learners under the previous guidance. The improvements will include:

- Removal of reference to medical diagnosis.
- Clarification that learners do not require a formal diagnosis before being provided with support for a range of conditions including dyslexia – Section 6.1.2, Page 62, Paragraph 6.
- Clarification that information should be recorded about children and young people who receive additional support if the child/young person has had dyslexia identified or support is being provided to a pupil who may exhibit dyslexic characteristics – Section 6.1.2, Page 64, Dyslexia.
- The inclusion of the Scottish Definition of Dyslexia and a link to the definition on the Addressing Dyslexia Toolkit.

The reliability of data published on the numbers of dyslexic learners in Scottish public schools is dependent on schools and local authorities:

- Understanding the importance a 'label' of dyslexia can have on a learner's wellbeing and sense of self, even though in our needs led education system the label is not a pre requisite to support.
- Ensuring there is an appropriate identification procedure in place, which is accessible and understood.
- Ensuring early identification is supported.
- Using the term dyslexia when it is appropriate and recording it on SEEMiS.

Conclusion

Local authorities have a duty under the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) to identify, provide for and review the additional support needs of their pupils, including children with dyslexia.

The Making Sense programme aimed to support the implementation of the recommendations from the 2014 Education Scotland review. These recommendations provided the group with the opportunity to work collaboratively with local authorities to improve education practitioners' knowledge, skills and confidence in the identification and support of children and young people with dyslexia.

Through a series of national and regional workshops, conferences, masterclasses and conversation events, delivered in partnership by Education Scotland and Dyslexia Scotland, the Making Sense programme has worked closely with education practitioners throughout Scotland. Feedback provided by practitioners at all levels within education has been overwhelmingly positive, as this report has highlighted throughout in the progress updates. A number of teachers who attended had not been aware of the Scottish Working Definition of Dyslexia so the events were helpful in raising the profile.

The work of the Making Sense programme was presented at the International Dyslexia Association Conference held in Sweden, September 2019 and was very positively received. Delegates. In particular delegates were interested in the Scottish working definition of dyslexia and the collaborative identification pathway set within the Scottish inclusive, 'needs led' educational context.

Following the work to support the implementation of the Making Sense review recommendations, a number of local authorities have either adopted the Scottish Working Definition of Dyslexia or used this definition along with other definitions, such as the British Psychological Society definition.

The Making Sense programme provided the working group with the opportunity to work collaboratively to develop innovative solutions to address a number of the recommendations. These included:

- A range of professional learning opportunities to promote reflective practice and dialogue between practitioners.
- The development of national guidance on dyslexia and inclusive practice.
- The development of the three free Dyslexia and Inclusive Practice online professional learning module, developed in collaboration with Education Scotland, the Scottish Government, Dyslexia Scotland and the Open University OpenLearn Create, is one example of the innovative solutions that were developed. The modules provide education practitioners with access to free high quality online professional learning. They provide a flexible approach to professional learning for teachers and pupil support assistants and support the improvement and development of inclusive practice for all learners.
- The modules have been developed to support General Teaching Council for Scotland (GTCS) Professional Standards, Professional Update and individual applications for the GTCS Professional Recognition Award.
- Continued support and maintenance of the Addressing Dyslexia Toolkit to ensure that it remains the most up-to-date quality resource for education practitioners. This includes the continual development of a range of free resources.
- Continued support and maintenance of the Dyslexia and Inclusive Practice online modules to ensure that they remain the most up-to-date quality professional learning resources for education practitioners; and,
- A more inclusive mind set within Scottish education.

The Making Sense 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 to ensure that:

- effective inclusive practice within school communities
- the early and effective identification of dyslexia
- the outcomes for learners who are dyslexic are improved
- practitioners can access the range of professional learning developed
- data is recorded accurately and effectively.

The Scottish Government and Education Scotland would like to thank the Making Sense Working Group who worked in collaboration with other partners to improve the learning experience for children and young people who have dyslexia.

Annex A

Dyslexia guidance and checklist for websites for local authorities

Purpose of the Checklist

This checklist is intended to support local authorities to develop their websites, ensuring that they include appropriate guidance, information and contact details relating to provision for children and young people with dyslexia.

Background

In May 2014, Education Scotland published the '[Making Sense: Education for children and young people with Dyslexia](#)' report. There were five key recommendations in the report. The Scottish Government issued a [response](#) in June 2014, which was supportive of the five recommendations.

The first recommendation of this report was that,

'Teachers, support staff, learners and parents should have access to up-to-date practical advice and guidance on dyslexia.'

As part of this recommendation, the report also stated that,

'Local authority websites, including guidance for parents, must contain information and contact details relating to provision for children and young people with additional support needs, including those with dyslexia, in line with responsibilities under section 26 of the Additional Support for Learning Act'.

The Making Sense Working Group

(Full membership details are available at the following link:

<https://www.gov.scot/groups/dyslexia-making-sense-working-group/>)

Checklist

1. Is there a good search facility with key words including dyslexia?

If visitors do a word search on 'dyslexia', 'additional support for learning' 'additional support needs', 'literacy difficulties', 'learning difficulties', does it take them directly link to a page/pages with clear information that is easily accessible for parents and young people?

2. Does the website include links to the following local and national information?

Local

- Literacy Strategy/policy – local authority
- Dyslexia policy/pathway and guidelines – local authority
- Parents' guide – local authority
- Accessibility Strategy – local authority
- Local authority Dyslexia Support Teams (if/where they exist)
- Local authority Assistive Technology/Additional Support Needs and ICT Support teams (if/where they exist)
- Local health and wellbeing, anti-bullying organisations

National

- [Online Addressing Dyslexia Toolkit](#)
- [Enquire Parents' Guide](#)
- Scottish Government Dyslexia webpages:
<http://www.gov.scot/Topics/Education/Schools/welfare/ASL/dyslexia>
- Scottish Government [working definition on dyslexia](#)
- Education Scotland 'Making sense' review: [Executive summary](#)
- Education Scotland 'Making sense' review: [Full report](#)
- Education Scotland 'Making sense' review: [Scottish Government working group](#)
- [Scottish Literacy Action Plan](#)
- [Accessibility Strategies Guidance](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended\)](#)
- [The Supporting Children's Learning Code of Practice](#)
- [Education Scotland Guidance for teachers on Career-long professional learning](#)
- [Scottish Teacher Education Committee Framework for Inclusion](#)

3. Does the information include links to relevant useful organisations and Helplines for parents, carers and young people?

- [Dyslexia Scotland](#)
- [Dyslexia Unwrapped](#)
- [CALL Scotland](#)
- [Enquire](#)
- [Reach \(Enquire's website for children and young people\)](#)
- [Govan Law Centre](#)
- [Scottish Independent Advocacy Alliance](#)
- [Education Scotland Parentzone Scotland](#)
- [Young Scot](#)
- [Scotland's Commissioner for Children and Young People](#)
- British Dyslexia Association Technology web site www.bdatech.org
- <https://reach.scot/myrightsmysay/> (Children's rights service, funded by the Scottish Government)

4. Does this information make links to useful national and local organisations that work with vulnerable children, such as Looked After Children?

- [Scottish Government information on Looked After Children and Young People](#)
- [Centre for Excellence for Looked After Children \(CELCIS\)](#)
- [Children in Scotland](#)
- [Raising Attainment for All](#)

5. Are the website and the information provided dyslexia-friendly?

This [leaflet](#) produced by Dyslexia Scotland offers advice on Dyslexia-Friendly Formats. Website designers should be aware that many staff, parents and young people may be dyslexic. The website should follow W3C accessibility guidelines and good practice with respect to visual design, colour and fonts.

Refer to <http://uxmovement.com/content/6-surprising-bad-practices-that-hurt-dyslexic-users/> for specific advice on web sites.

This [check list](#) can be found on the Addressing Dyslexia Toolkit Website

Annex B:

National Resources and Guidance to Support Literacy Strategies

National Literacy Professional Learning Community on GLOW

Please note a GLOW login is required to access this site.

The purpose of this professional learning community is to provide:

- professional learning resources and links to relevant research
- quick links to the most up-to-date literacy and English documents and information
- a range of support materials and resources for learning, teaching and assessment in literacy and English across the curriculum

National School Libraries Professional Learning Community on GLOW

Please note a GLOW login is required to access this site.

Education Scotland's National School Libraries PLC, a virtual learning environment for all those involved in school library provision in Scotland.

The purpose of this **professional learning community** is to provide:

- the most up-to-date documents and national programmes
- professional learning opportunities, digital learning resources and links to relevant research
- links to key organisations and partnership working opportunities

Free Key Education Scotland Resources.

Early reading

Scottish Attainment Challenge Learning and Teaching Toolkit

[Phonics](#)

[Reading comprehension](#)

[Supporting early language development in East Ayrshire](#)

[Primary Literacy coaching programme in Renfrewshire](#)

[Developing a literacy rich curriculum in p1-3](#)

[Supporting acquisition of literacy skills using reading and writing circles](#)

[POLAAR \(Primary one literacy assessment and action resource\)](#)

Reading

[Reading professional learning resource](#)

[Reading comprehension \(South of Scotland Literacy Hub\)](#)

[Reading for enjoyment \(South of Scotland Literacy Hub\)](#)

[First Minister's Reading Challenge: Developing reading for pleasure, creating a reading culture](#)

Writing

[Writing professional learning resource](#)

[Developing writing through effective feedback](#)

Listening and talking

[Listening and talking – group discussion professional learning resource](#)

Literacy across learning

[Literacy across learning in secondary schools](#)

[Literacy in Social Studies](#)

Sign up for Education Scotland Newsletters

<https://edscot.org.uk/p/LQE-39I/subscribe>

Annex C – Making Sense Final report: 2017-18 Masterclasses and Modules 1-3

Event location	Number of attendees on day (100 invited /event)	Feedback (General)
Edinburgh	70	<p>'Really enjoyed the day – thought-provoking and interesting to hear what different authorities are doing compared to own.'</p> <p>'A very insightful day and an opportunity to reflect on my current practice.'</p> <p>'Clear information about the definition of dyslexia and highlighting resources to support learners and teachers.'</p> <p>Actions to take as a result:</p> <p>'Revise my approach to assessment for children likely to be identified as dyslexic.'</p> <p>'Motivated to continue with modules'</p> <p>'Reinforced current practice and provided info to pass to colleagues.'</p> <p>'Informed and effective day which has encouraged me to reflect on my practice and make improved changes and enhanced my understanding of useful support strategies.'</p>

		<p>'To develop and improve relationships between school and pupil support to support the learners with transition back to school.'</p> <p>'Gather more evidence to support identification.'</p> <p>'I will access resources detailed today to build a presentation to ensure teachers are developing their classrooms to be inclusive for all learners.'</p> <p>' I feel that attending this Masterclass will allow me to make much more practical use of the Toolkit, both in terms of how I create an inclusive classroom and also my own professional development.'</p>
Glasgow	84	<p>'Very worthwhile and informative!'</p> <p>'The reason I have identified good rather than excellent is that I would like the difficulties to be acknowledged that are facing schools trying to implement effective support on a consistent basis due to cuts and staffing.'</p> <p>'Very useful to hear about resources, Ambassador outreach programme, Dyslexia Unwrapped website, CALL Scotland.'</p> <p>Actions to take as a result:</p> <p>'Cascade to schools when working across the city as I do not work in one establishment'</p>

		<p>'Confirmed information I know. Will now do modules ad run CPD for staff on Toolkit and modules'</p> <p>'Help develop specific GDSS INSET relating to disseminating use of Toolkit/undertaking modules.'</p> <p>'Encourage teaching staff to consider module 1.'</p>
Kilmarnock	59	<p>'The working examples and sharing real life stories about pupils and experiences from school were very useful.'</p> <p>'The HGIOS4 information was extremely useful – on using this as an evaluative tool, as did not make the connection between all QIs and inclusive practice before.'</p> <p>'Useful awareness of Dyslexia and Making Sense reviews, which have never been shown in school. Appreciated discussion around how to support learners.'</p> <p>"Left with a depth of knowledge and increased confidence (and passion!).'</p> <p>Actions to take as a result:</p> <p>'Haven't spent enough time surfing the Toolkit website – going forward this will be a priority, thank you.'</p> <p>'I will ensure I adapt dyslexia identification accordingly'</p>

		'Update class Toolkits, ensure that our Gold status is supported across the stages to meet the needs of all pupils. Access updated toolkit for resources/videos.'
Inverness	59	<p>'It was particularly helpful to have clarification of the roles staff have towards making/developing an inclusive school'</p> <p>'Hearing about the resources and legislation was very helpful'</p> <p>'Examples of inclusive practice were particularly useful'</p> <p>Actions to take as a result:</p> <p>'Set up a primary-Secondary dyslexia working group'</p> <p>'Make adaptations to improve curriculum delivery'</p> <p>'Share professional learning with colleagues'</p>
Dundee	91	<p>Information about the Dyslexia Toolkit</p> <p>'Thank you for today – it has certainly made me consider what is happening at my school and I will endeavour to change things and ensure all staff are universally support our children'.</p>

	<p>'This professional learning provided opportunities to share experiences, reflecting on practice'</p> <p>'This will help me streamline my recording & assessment procedures'</p> <p>'The Young Ambassador for Inclusion Film!</p> <p>'Collaboration and discussion'</p> <p>'Thank you, great opportunity to hear from different schools and authorities'</p> <p>'So much excellent information available to share with colleagues. Love the Literacy Circles.'</p>
	<p>Actions to take as a result:</p> <p>Inform school planning'</p> <p>'Need to go away and make time to go through the Toolkit. Fired up to start Module 1!'</p> <p>'Motivated me so I can go and register for online modules'</p>

Dyslexia and Inclusive Practice Modules - Data

Dyslexia and inclusive practice Modules	One	Two	Three
Professional roles of respondents	34% - Sfl teachers 24% - primary teachers 2% - CLD/community link 2% - primary Head Teachers 2% - primary Depute head 4% - secondary teachers 11% - support assistant 23% - Other	54% - Sfl teachers 20% - primary teachers 4% - Adult educators/CLD 3% - primary Head Teachers 3% - secondary teachers 1% - support assistant 14% - Other (educational psychologists, primary teacher in ASN, English)	55% - Sfl teachers 9% - Adult educators/CLD 5% - primary teachers 5% - primary Depute head 4% primary Head Teacher 4% - FE practitioner 18% - Other (parent, principal teachers for ASN, needs assessor for FE/HE)
Number of responses (on Survey monkey – see also OU numbers)	250	70	22
Percentage of respondents who found navigation of course very easy or easy	82%	80%	90%
Percentage of respondents who felt module greatly	92% (20% greatly improved)	90% (29% greatly improved)	96% 41% greatly improved

improved or improved their knowledge of topic	72% improved) 61% improved)	55% improved)
Percentage of respondents who plan to change practice, influence change or share learning as a result	87%	86% 86% plan to share learning with colleagues
Percentage who felt the Reflective log will be useful when completing GTC Scotland Professional Update?	81% (17% said it was not applicable)	80% (14% said it was not applicable) 82% (18% said it was not applicable)
Percentage who are very likely or likely to recommend course to others	95% (55% very likely, 40% likely)	96% (53% very likely, 43% likely) 87% (56% very likely, 32% likely)

Evidence from survey monkey of modules

Anyone who completes the Open Learn Create modules has the option of completing a survey about their experience through the Survey Monkey platform. See the table Annex B for an overview of the levels of satisfaction and professional roles amongst those who had completed this survey by the end of July 2019. In addition, here are some selected comments about each module by some of those respondents.

Module 1 – General comments:

"Module 1 should be mandatory for all teachers."

"At long last. Thank you. I will be encouraging as many staff as possible to complete this module."

"The video from Sharon Hall was very effective and informative. Further videos from those who work in the field would be beneficial. I enjoyed the module, found it informative and a good place for consolidating knowledge, and I look forward to the second module."

"Lots of thought-provoking sections. Using the reflective journal made me really focus on what I do well and what I could improve on."

"It has reminded of things that I used to do better than I am now!"

Module 1 – Changes that practitioners plan to take forward as a result:

"I am going to be working with a group of pupils who have completed a dyslexia screener and hope to use the first sessions with them to look at using technology to support them and then maybe get these pupils to help show their peers /staff how to use the technology available, if pupils in the group feel confident enough to do this."

"I am now going to look at the way I plan my class seating and how I set out the plan on a Monday letting the pupils know how there week is going to go when they attend."

"I am new to Support for Learning, so this course has been extremely useful. I am also hoping to start my teacher training within the next year, so this has been very informative and given me an insight which will help in the classroom."

Module 1 – Ways in which practitioners plan to influence wider change:

"We are undertaking the course as a staff and the online nature is ideal as staff can complete the modules at a time and a place that suits them."

"It is a great idea to provide this sort of resource - in general I find class teachers to be a bit wary of dyslexia as they feel that they are unqualified to comment or act. This free, online course provides me with somewhere I can direct colleagues who wish to develop their understanding of dyslexia and how learning can be affected."

"It would be great to encourage Pupil Support Assistants who often work directly with learners with dyslexia, to complete this module (and not just market the course at teachers)."

Module 1 – suggestions for change/future learning modules

"I felt that the course was useful to bring issues surrounding dyslexia to the forefront of my mind. However with many courses it is always full of theory and terminology rather than offering practical support about HOW to make classrooms and learning activities inclusive. As a single-person department this is what I really want to find out about but find it so difficult to achieve. More practical suggestions of HOW to make learning for dyslexic pupils more inclusive especially at the Secondary level [would be useful]"

Module 2:

"Fabulous to have the relevant information in one place. I have downloaded all of the documents so that I can refer to them."

"I feel it offers a clarity and a resource to refer back to as I don't like to rely on my memory alone."

"The information on legislation and procedures with the Scottish context was very useful."

"It was informative. A lot to take in."

Module 3:

"I think this is an excellent course. Each module developed further depth of understanding of the topic.

"The only other thing I would find helpful is the addition of examples of work from children with dyslexia and perhaps a case study that has been done. Some concrete examples would have been really helpful."

"I have newly joined the Scottish system and the guidance on extra reading was particularly helpful....I am hoping to take the lead in how we assess and support students with dyslexia next term."

"Great to find out the background information and the Scottish stance of all the policies and acts feel much more knowledgeable in this area."

"Will use it to plan for my son's schooling.

Annex D

Dyslexia Unwrapped Google Analytics

Since its launch in November 2017, there have been:

- 28,556 users (86% new; 14% returning)
- 20,261 actions (downloads, outbound links, clicks)
- 7,463 video clicks

Overall Top 5 landing pages since November 2017	Overall Top 5 downloads	Overall Top 5 outbound links	Overall top 5 videos
1. Home page	1. Dyslexia careers	1. Mashable/Apps for dyslexia	1. See Dyslexia Differently
2. Passing your driving test with dyslexia	2. Build your own learning toolkit	2. Home schooling with dyslexia –apps for dyslexia	2. Lottie on dyslexia
3. What to expect with your driving theory test	3. Dyslexia –it's not an illness	3. Dyslexia Scotland	3. Young Ambassadors: interview with Innes
4. So you've got dyslexia – what is it anyway	4. Mysterious dyslexic quirks	4. Year of Young People 2018	4. Mollie King on dyslexia
5. Dyslexia – it's not an illness	5. Famous dyslexic people	5. Vark Learn/the Vark questionnaire	5. Calum's film

Dyslexia Unwrapped Peak usage times coincide with events such as the Youth Days, Dyslexia Awareness Week and the end of school terms.

Annex E

Dyslexia Scotland Young Ambassador and Youth Day

Dyslexia Ambassador outreach programme feedback

Workshop at Education conference 2018 on Mission Superpower – Ambassador outreach programme

"This was super - very relevant and transferrable to the classroom - I will definitely use the ideas given. Presenters were lively, colourful, open and very receptive to their audience."

"WOW! Simply outstanding. Passionate, engaging, stimulating and inspiring. A first class presentation which allowed us to tackle activities from the perspective of an eight year old child. Excellent strategies and ideas were given to support learners and to overcome barriers. Comic strip idea was first class and I have already implemented this in my classroom setting - pupils are already engaged and excited! Thank-you! Can't wait to further develop this!"

"Value of emphasising need to discuss dyslexia more widely with all children, and to plan to support wellbeing of children of dyslexia"

"Creating a superhero to battle difficulties would work well with the children."

"Enthusiasm to tackle problem issues for all learners, not just dyslexic ones."

Feedback from schools and parents about the Ambassador programme:

"Just wanted to pass on my thanks to Paul for the Dyslexia presentation tonight. I had to leave straightaway due to getting back to my daughter, but I took great confidence from Paul's journey and took on board all the info and hope we can put it into practice to support my son moving forward." (Parent after parents' workshop)

"I would like to say that the response to your parent workshop has been very positive! I have had the opportunity over the last couple of weeks at parents' night to speak to parents who were there and their feelings are that you gave them a much more positive and hopeful outlook of their children's futures as learners. They were very inspired by your experience and appreciated your practical tips on how they as families could build on their children's skills." (Support for Learning teacher)

"Thank you so much for a very entertaining and informative afternoon. All of the pupils had a great time." (Deputy Head Teacher after pupils' workshop)

"The work that Paul did with the children was fantastic. The children really enjoyed it and their discussion afterwards showed that they had developed some understanding of dyslexia. The children really engaged with the work on the superpowers!" (Depute Headteacher)

"The HT and I and my class teachers could not speak highly enough of the Dyslexia Ambassador Programme. It has provided an excellent opportunity for CPD for staff to look at the Toolkit and to attend Shawlands Academy for training from the GDSS team."

Young people with dyslexia are actively involved in a range of Dyslexia Scotland activities. The views of young people including Dyslexia Scotland's Young Ambassadors influence the planning and delivery of events, materials, the Dyslexia Unwrapped website content and the annual Youth Day. In turn, these views contribute to the professional learning of teachers and other stakeholders involved in the implementation of the Making Sense programme.

Youth Days

Dyslexia Scotland runs an annual Youth Day for dyslexic children and young people, with its Young Ambassadors playing a key role in planning and helping out on the day. Amongst the many different workshops and talks at the Youth Days in the past few years, the programme has included the following activities related to the Making Sense review:

- A display asking young people what they thought about the developments related to the Making Sense review of Education for children and young people in Scotland.
- Mission Superpower workshops run by our Ambassadors
- Young Ambassadors question and answer panels
- Film-making – all young people attending the day were given the opportunity to share their experiences about dyslexia on video. These are available on Dyslexia Unwrapped and some of the clips have been made into a video about the Scottish Working Definition of Dyslexia

Feedback from Youth Day participants:

"I learned that I am not the only one and there are lots of thing available to help me'

'It was good meeting people with dyslexia who have the same issues as me'

"The superhero workshop was fab although I was a little nervous to stand up and describe my superhero."

"I didn't want to go because I usually feel awkward talking about my dyslexia but at the end of the day I enjoyed talking to the camera."

From parents:

'My son came back positive about the strategies he learned'

'My daughter left with a real boost in her confidence – thanks to all the staff for a fantastic day!'

Young Ambassadors' role

In addition to their involvement in Dyslexia Unwrapped and the Youth Days as outlined above, our Young Ambassadors give talks about their dyslexia in schools and universities, at the Education conference and at forums such as at the Cross-Party Group on Dyslexia. Dyslexia Scotland also invites Young Ambassadors to take part in discussions that influence policy change affecting dyslexic people, for example in 2019, one of the Young Ambassadors has shared her experience of claiming and using Disabled Students' Allowance at college and university, at discussions with SAAS.

Annex F

Young Ambassador Voice

Feedback about Young Ambassador Rachel Miller's keynote talk at Education conference, October 2018

Rachel Miller is one of Dyslexia Scotland's 10 Young Ambassadors. Over the past 2 years, she has talked to a variety of audiences, including initial teacher education students, school pupils and Youth Day participants. Rachel speaks with passion and inspiration about her experiences of dyslexia.

"One of the most useful parts of the day was listening to Rachel. I am planning to share my new knowledge with others in my school so that no child will ever feel like their 'learning style' is not understood."

"[The most useful thing was] hearing from Rachel and how dyslexia has impacted on her life - seeing it from the perspective of the pupil. Will use some of the strategies with own class."

"The young presenter at the start was excellent. Hard hitting and lessons learned."

"[I learned] the difference an identification of dyslexia can make to a young person's self-esteem. I need to be more pro-active in my role as SfL teacher in identifying pupils."

"Listening to Rachel Miller was fabulous. I will take on board ALL of her suggestions to improve support for my dyslexic pupils."

"I also enjoyed hearing from the experience of the young ambassador - the suggestions and tips were excellent - every teacher should hear them and presented by such an excellent ambassador would make all the difference."

Annex G

Schools and local authorities' data

Pupils with Dyslexia: Pupil Census

This paper is set out as follows:

- **Introduction:** this describes the background to the task and explains how the various statistical analyses were carried out.
- **Results:** this summarises the main results of the statistical analyses.
- **Conclusions:** here the results are discussed

1. Introduction

Data considered

2.1 Data from the annual pupil census on pupils in local authority funded schools with dyslexia recorded as a reason for having an additional support need (ASN) is used in these analyses.

2.2 This is not a direct analogue of the number of pupils in these schools who have been diagnosed with dyslexia. The pupil census figures may include pupils who do not have a formal diagnosis of dyslexia but who receive support as they exhibit dyslexic characteristics. It may also exclude pupils with dyslexia but who the school and/or local authority do not consider to have an additional support need resulting from this diagnosis. However, the figures are likely to be reasonably close to the number of pupils diagnosed with dyslexia so their use in these analyses is appropriate.

2.3 The core datasets are the number of pupils with dyslexia recorded as a reason for having an ASN in 2014 and 2018 in:

- (a) primary schools in each local authority,
- (b) secondary schools in each local authority.

2.4 Equivalent data for the intervening years were also considered and these data showed an increase in the number of pupils identified with dyslexia over the period 2014-2018. Therefore, comparing the 2014 and 2018 data will provide the clearest indicator of change.

2.5 The data for pupils with dyslexia in special schools were examined but these data comprise relatively small numbers of pupils. Therefore, for the purposes of this exercise the data from special schools were not included in the statistical analyses.

2.6 Data for pupils in independent schools was not available as they are not included in the pupil census. They are therefore also excluded from the statistical analyses.

Determining progress

2.7 As noted above, The *Making Sense* report asked local authorities to 'improve the quality and use of data regarding the number of children and young people identified as having dyslexia.'

2.8 The data from the pupil census does not, by itself, shed any light on the quality and use of data. However, examination of the data can provide information on trends in the recording of dyslexia as a reason for ASN in local authority funded primary and secondary schools.

2.9 Two assumptions are made to frame this analysis of the census data. Firstly, that there was an underreporting of pupils with dyslexia as a reason for ASN in 2014. Secondly, that variations between local authorities in the recording

of dyslexia as a reason for ASN in 2014 was the result of incorrect and/or inconsistent reporting.

2.10 Using these assumptions, two indicators of progress which can be examined using the pupil census data can be formulated. These are whether there is:

- (a) an **increase** in the proportion of pupils being recorded as having dyslexia as a reason for having an ASN from 2014 to 2018; and
- (b) a **reduction** in the variability of numbers of pupils with dyslexia as a reason for ASN across local authorities (signalling greater consistency in reporting).

Statistics calculated

2.13 Given the data available in the pupil census the following statistical calculations, in Table 1, were carried out to provide evidence about 2.9 (a) and (b) above.

Table 1: Description of statistical analyses carried out.

Calculation	What information does it provide?
The percentage of pupils in each local authority recorded as having dyslexia in (a) primary schools and (b) secondary schools.	This is the core data set which enables comparisons to be made across local authorities and across primary and secondary schools. All other calculations are carried out on this data set.
Range This is the difference between the highest and lowest values in the data set.	The <i>Making Sense</i> report states (page 38) that 'There is significant variability in levels (<i>of recorded data in the pupil census</i>) across different education authorities.'

	<p>This range provides one estimate of the variability in the data set. The larger the range the greater the variability.</p>
<p>Interquartile Range (IQR)</p> <p>The IQR describes the middle 50% of values when ordered from lowest to highest.</p>	<p>While the range provides an estimate of variability it can be heavily influenced by just one very atypical piece of data. The IQR is a more robust measure of variability because it is not influenced by extreme values.</p> <p>The IQR can be used to interrogate the data from 2014 to 2018 to determine if the IQR has <i>decreased</i> over this period which we would expect if there is a reduction in the variability of the data recorded.</p>
<p>Variance</p> <p>Variance is a measurement of the spread between numbers in a data set. It measures how far each number is from the mean.</p>	<p>Variance provides another measure of the variability of data. It has been considered here along with range and IQR as a check to determine if all three measures of variability are providing consistent results.</p>

3.0 Results

3.1 Table 2 below provides a summary of the results of an analysis of the pupil census reports for 2014 and 2018 carried out using the statistical approaches described in Table 1

Table 2: Results of the analysis of the pupil census carried out in 2014 and 2018.

	2014		2018	
	Primary	Secondary	Primary	Secondary
Percentage of pupils with an additional support need	19.31	20.82	25.39	31.71
Percentage of pupils with dyslexia as reason for ASN	1.10	4.02	1.36	5.61
Range	2.77	10.03	3.72	10.26
Interquartile range	0.90	2.12	0.93	3.08
Variance	0.42	4.57	0.77	5.31

Primary

3.2 In the primary sector, the percentage of pupils identified and recorded with dyslexia as a reason for ASN has increased from 1.10 to 1.36. This represents a 28% increase in the number of pupils with dyslexia as a reason for ASN. This increase occurred at the same time as an increase in the overall percentage of primary school pupils with an ASN (from 19% to 25%). These increases may therefore have been driven by the same factors.

3.3 The correlation between local authorities' figures over the two periods is significant ($r=0.7$). That is, those local authorities recording the highest proportions of primary pupils with dyslexia as a reason for ASN in 2014 also had the highest proportions in 2018 (and vice-versa for those recording lowest proportions).

3.4 On all three measures of variability, the results in Table 2 indicate that variability has increased *numerically* over the four-year period. However, it is not clear if the increase is statistically significant so it is safer to conclude that variability has not decreased over the 2014-18 period in primary schools.

Secondary

3.5 In the secondary sector, the percentage of pupils with dyslexia as a reason for ASN has increased from 4.02 to 5.61, representing a 40 percent increase in the number of pupils with dyslexia as a reason for ASN. As with the increase in pupils recorded with dyslexia as a reason for ASN in the primary sector, this increase was concurrent with a rise in the overall proportion of secondary pupils with dyslexia as a reason for ASN (from 21% to 32%).

3.6 The correlation between local authorities' figures over the two periods is significant ($r=0.8$). Those local authorities recording the highest proportions of secondary pupils with dyslexia as a reason for ASN in 2014 were doing so in 2018 (and vice-versa for those recording lowest proportions).

3.7 As with the primary sector, on all three measures of variability, the results in Table 2 indicate that variability has increased *numerically* over the four-year period. As with the results for the primary sector, it is not clear if the increase is statistically significant, so it is safer to conclude that variability has not decreased over the 2014-18 period in secondary schools.

Primary and secondary compared

3.8 In 2014, the proportion of pupils with dyslexia as a reason for ASN was 3.6 times higher in secondary schools than in primary schools. In 2018, the comparable figure was 4.1 times. Therefore, the gap between the proportion of pupils recorded as having dyslexia as a reason for ASN in the primary and secondary sectors has widened since 2014.

3.9 The variation in the proportion of pupils recorded as having dyslexia as a reason for ASN across local authorities is also larger in secondary schools than in primary schools. This is true for all of the measures of variance included in Table 2.

4.0 Conclusions

4.1 The analyses of the pupil census results of 2014 and 2018 indicate that the numbers of pupils being recorded with dyslexia as a reason for having an ASN has increased as a proportion of the school population over the four year period in both primary and secondary sectors, but more so in the secondary sector. However, variability across local authorities in terms of those identified with dyslexia as a reason for ASN has not decreased. So the conclusion of the *Making Sense* report of 2014 (page 39) that 'Local authorities have a wide variation in the percentage of children and young people identified as needing support for dyslexia' still holds.

As noted above, the analyses of the results of the pupil census do not provide information on the quality and use of data. The analyses reported here can only describe trends and not the underlying explanations.

End of report and annexes



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