

## Progress Update - March 2017

### Making Sense: Education for Children and Young People with Dyslexia in Scotland Making Sense Working Group

#### Background

The 2014 Education Scotland report [Making Sense: Education for Children and Young People with Dyslexia in Scotland](#) was the outcome of an independent review of education for children and young people who have dyslexia carried out on behalf of the Scottish Government. The report highlighted **5** interlinking recommendations to improve the outcomes of learners with dyslexia, all of which the Scottish Government's [response](#) supported. The [Making Sense Working Group](#) is working with stakeholders to support the implementation of the review's recommendations.

The Making Sense review and report aims to support schools and local authorities to develop a 'learning education system' which drives a virtuous cycle of evidence-based improvements to meet the needs of dyslexic learners and improve inclusive practice for all learners. In addressing this issue, the review builds explicitly on a number of other current developments:

- [Addressing Dyslexia Toolkit](#)
- [Revised GTC Scotland Standards](#)
- [Additional Support for Learning \(Scotland\) Act 2004 as Amended](#)

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

##### **Progress to date:**

- 2014 - Information provided through the [Making Sense Executive Summary Guide](#)
- Information and guidance on dyslexia and inclusive practice are available on the Education Scotland National Improvement Hub.
- Guidance on dyslexia and progress of the Making Sense Working Group are available on The Scottish Government website

#### **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.**

##### **Progress to date:**

- October 2014 – publication of the [Career Long Professional Learning Route map for Dyslexia and Inclusive Practice](#), an in-depth professional development resource. Additional sections are currently being added.
- Re-development of the free [Addressing Dyslexia Toolkit](#) website launched on 8<sup>th</sup> March 2017 by the Deputy First Minister and Sir Jackie Stewart. The improved website will support schools and local authorities to re-focus on the Toolkit and aims to:
  - Improve the website navigation
  - Provide free resources and information to support professional development and professional learning for teachers and local authority staff
  - Provide national information on dyslexia and inclusive practice within the Scottish educational context
  - Provide free resources and information to support learners.
- Regular updates provided to local authority Inclusion teams

- Range of awareness raising and professional development sessions presented to local authorities and schools.
- Development of 3 free online badged training modules on dyslexia and inclusive practice for teachers and local authority staff. The 1<sup>st</sup> module, '[Introduction to dyslexia and Inclusive practice](#)' will be available in early March 2017. The module is available through the Toolkit and Education Scotland's Hub. It was developed with the Addressing Dyslexia Toolkit Working Group and Open University, Open Learn.

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

- The General Teaching Council for Scotland is working with initial teacher education establishments to quality assure the provision of their courses in relation to dyslexia, additional support needs and inclusive practice.
- Student teachers will be able to access the Toolkit and the online module for 'Introduction to dyslexia and Inclusive practice' to support their professional learning for dyslexia and inclusive practice.

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

- Consultation and conversation events have been held on dyslexia and inclusive practice to develop a resource which will support school communities and local authorities to improve the educational experiences, achievements and outcomes for learners with additional support needs, with a particular focus on dyslexia.
- Engagement with a number of local authorities and independent schools supporting their development of dyslexia and inclusive practice through the use of consultation events, training, and in-service opportunities, working groups and parental sessions.

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

- Recommendations 1 – 4 combine to support school communities and local authorities to improve the quality and reliability of their data recorded within their management information systems on the identification and tracking of learners who are dyslexic.