

RESPONDENT INFORMATION FORM

Please Note this form must be returned with your response to ensure that we handle your response appropriately

1. Name/Organisation

Organisation Name

Dyslexia Scotland

Title Mr Ms Mrs Miss Dr *Please tick as appropriate*

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		Individual								
		<input type="checkbox"/>	Please tick as appropriate	<input checked="" type="checkbox"/>						
		↓		↓						

(a) Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?

Please tick as appropriate

(b) Where confidentiality is not requested, we will make your responses available to the public on the following basis

Please tick ONE of the following boxes:

Yes, make my response, name and address all available

Yes, make my response available, but not my name and address

Yes, make my response and name available, but not my address

(c) The name and address of your organisation will be made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your response to be made available?

Please tick as appropriate **Yes**
No

(d) We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Please tick as appropriate

Yes

No

CONSULTATION QUESTIONS

Dyslexia Scotland welcomes the opportunity to respond to this consultation. There are a range of useful sections and examples throughout the draft Guidance which help to demonstrate the breadth of issues for responsible bodies to consider in developing effective Accessibility strategies. For example, we welcome the inclusion of the chapters on Disability and the Act to set the context; and of Chapter 3, which includes examples what barriers to full participation might mean in paras 11 and 12 (pp 33-34), as well as a wide range of practical examples, such as para 41 (p.43), which highlights the importance of providing homework in alternative formats at the same time as for other pupils.

We also welcome the references at different points in the document to hidden disabilities such as dyslexia and the importance for schools and local authorities to raise awareness about the impact of such disabilities with teachers through professional learning/CPD training.

We note and welcome the references to the duties placed on responsible bodies to ensure the Accessibility Strategies are developed and implemented and that sufficient resources are put in place for this purpose. We sincerely hope that there are also measures put in place at national and local levels to monitor and review the implementation of the strategies at regular intervals, so that the aims and intentions within the draft guidance are fully realised. Would it be possible for the Scottish Government to commission a review of the strategies a year after the guidance is published? That would encourage local authorities and the independent schools to pay attention to what it is they are doing.

We trust that the Guidance will be widely promoted once finalised. If the Guidance is to be taken seriously then there must be some professional learning associated with it. That is, develop a training pack for it, have road shows, conferences etc to ensure that people know what it is they should be doing and make sure that the independent sector is involved. Dyslexia Scotland would

certainly be willing to help promote the Guidance widely through our own networks, membership and branches cross Scotland.

1. Is the draft guidance clear and does it contain enough detail?

Yes. A balance has to be struck between having sufficient detail for clarity and yet not so much detail that the guidance becomes unwieldy and main messages are lost. The balance here is good.

2. Is the structure of the guidance appropriate?

Yes – there is a clear, logical structure to the guidance.

Given the length of the document, it would be helpful to colour code the chapters, both in the Contents section and in the main body of the report. This would make the document itself more accessible, so that readers can go straight to the relevant section. This would be more accessible to, for example, people with dyslexia.

A large, empty rectangular box with a thin blue border, intended for providing feedback or comments.

**3. Are there any areas which you feel need clarification?
(please include chapter and paragraph number where possible).**

Not really. Minor typographical points and some further comments are noted below.

4. Is there information missing? Or is the guidance comprehensive enough?

Guidance is clear and comprehensive. See points about presentation under question 2 above.

5. Any other comments?

Minor drafting points

Some minor typos: sometimes in the text the word 'Chapter' has a capital 'c' at other times not. Also, should 'Coordinated Support Plan' not be written as 'co-ordinated support plan' as in the ASL Act and code of practice?

Chap 1 para 1 – for completeness mention that the Act also refers to educational records but that these are not the subject of the guidance. See Footnote 6.

Page 20: update what is written about the Bill/Act. Footnote 26.

Page 28, para 1: we welcome this paragraph and trust that where local authorities fail to allocate adequate resources, this will be picked up in inspections or through ongoing monitoring?

Page 28: Punctuation for final sentence of para 7.

Page 35, Para 16:

We particularly welcome Section 16 and believe it is very

important in the light of recent concerns related to the changes in SQA assessment arrangements for the new Literacy Units.

Please add to this section 'ensure that disabled pupils have access to wifi* and can take any technology (eg Ipads) home'.

[* Please see the example below from a parent about this issue. This is just one example of the many difficulties that are reported to us by parents of how IT difficulties in schools impact on pupils with dyslexia and their ability to access the curriculum].

* "My 10 year old son is severely dyslexic and has been using his iPad extensively in school to improve his independence in accessing the curriculum. However, its usefulness is seriously limited because he has no Wifi access. This means he cannot use the excellent speech to text function, which is his most successful way of producing legible text by far. Also he is unable to access the internet, which he can do at home by using voice search. He is also unable to send his work to Eduprofile App or via email to his teacher until he gets home from school. He is unable to listen to his audiobooks which he streams from Calibre audiobooks, during reading sessions.

His class teacher and the school head teacher have made several requests to Stirling Council to attempt to rectify this, but to no avail. I am aware that when he moves on to High School in a year and a half's time, the situation is the same. I am very concerned that this is seriously dumbing down the usefulness of the iPad and its potential to facilitate my son's independence.

Thank you for considering my comments."

P36, Blue Panel – final bullet – reference there to additional costs. Who is paying costs in the first place, only the LA ? ie make it clear that no costs are assigned to the disabled pupil or family.

P44: Penultimate sentence 'in the alternative format' is repeated

P85: Footnote '44' in the wrong case

Appendix A: the purple box has the phrase 'Pupils who may require additional support for learning'. The 'for learning' should be omitted for two reasons. Firstly, the reason for providing additional support, under the ASL Act, is to enable pupils to benefit from school education – this is broader than 'for learning'. Secondly, 'additional support for learning' may be interpreted to mean support from a learning support teacher.

The Note attached to Appendix A para 1 refers to the definition of 'disabled' when it should refer to 'disability'

Under the Resources section - if possible, could the following link to a range of leaflets about dyslexia be added to the sections 'Useful resources for practitioners' under 'Useful links for parents' and 'Useful links for children and young people'?

<http://www.dyslexiascotland.org.uk/links-and-resources>