



Education
Scotland
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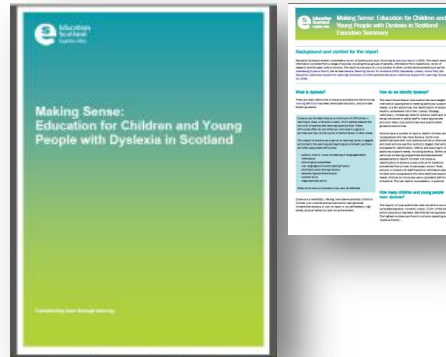
Making Sense - Update

07.11.16 Scottish Parliament Cross Party Group on Dyslexia

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Transforming lives through learning

Making Sense Project



Education Scotland are working in partnership with the Scottish Government to support the implementation of the Making Sense Review recommendations.

Education Scotland seek to:

- Support schools and authorities to improve the outcomes for learners with dyslexia
- Ensure practitioners have broad enabling national advice and guidance with clear expected outcomes
- Encourage local interpretation and application in practice
- Ensure evaluation of the effectiveness of practice takes place at appropriate levels.
- Bring in external evidence from research
- Vigorously identify and share good practice

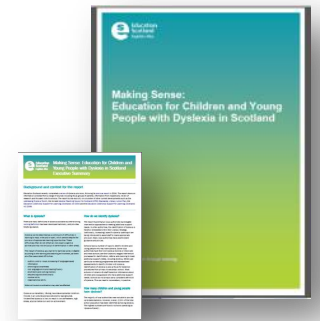
‘Making Sense’ Project Overview

Commitment from Educations Scotland and the Scottish Government to work with partners to support the implementation of the Making Sense Review recommendations.

Actions

- Making Sense Working Group – 5 work streams
- 23 month Jointly funded secondment - November 30th 2015 – October 31st 2017
- Re-development of the Addressing Dyslexia Toolkit.

Making Sense Review 2014



Review Recommendations

1. Access to up-to-date practical advice for schools, learners and parents
2. High Quality professional development (school, local and national level) related to meeting the needs of learners with dyslexia
3. Teacher Training /Postgraduate course content to include dyslexia and additional support needs
4. Action to improve the quality of educational outcomes for learners with dyslexia
5. Improved availability and use of reliable information on learners needs, development and achievements.

Free Resources to Support Schools and Local Authorities



Education Scotland
Highland Area

Route Map through Career Long Professional Learning (CLPL) for Dyslexia and Inclusive Practice

Introduction

This interactive CLPL route map for Dyslexia and Inclusive Practice has been developed in response to Recommendations 1, and 2 of the 2014 Education Scotland Review Making Sense Dyslexia: Education for Children and Young People with Dyslexia in Scotland. As per the recommendations within the 2014 review, this CLPL route map has been developed in partnership with Education Scotland, Dyslexia Scotland, The Addressing Dyslexia Toolkit and stakeholders.

"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."

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

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."

http://www.education.scot.nhs.uk/resources/learning/2014/2014_09_29_15.asp

Aims

1. To develop a route map to support deeper learning and understanding of dyslexia and inclusive practice
2. To inform practitioners about ways in which they might engage in meaningful CLPL for improving practice in supporting and improving outcomes for children and young people.
3. To encourage, support to be familiar with, and make appropriate use of, the Addressing Dyslexia Toolkit.
4. To support teachers in achieving Professional Recognition for areas of enhanced accomplishment in their professional practice.

Achieving successful outcomes for Scotland's children and young people

The "Making Sense" review highlights why there is a need to support, develop for children and young people with Dyslexia. This CLPL route map aims to support teachers to achieve this improvement.

Qualifications attained by young people with dyslexia

Young people with dyslexia achieve less well academically than their peers. As a result they are also less likely to attend higher education when they leave school. There is therefore a need to support outcomes for young people with dyslexia.

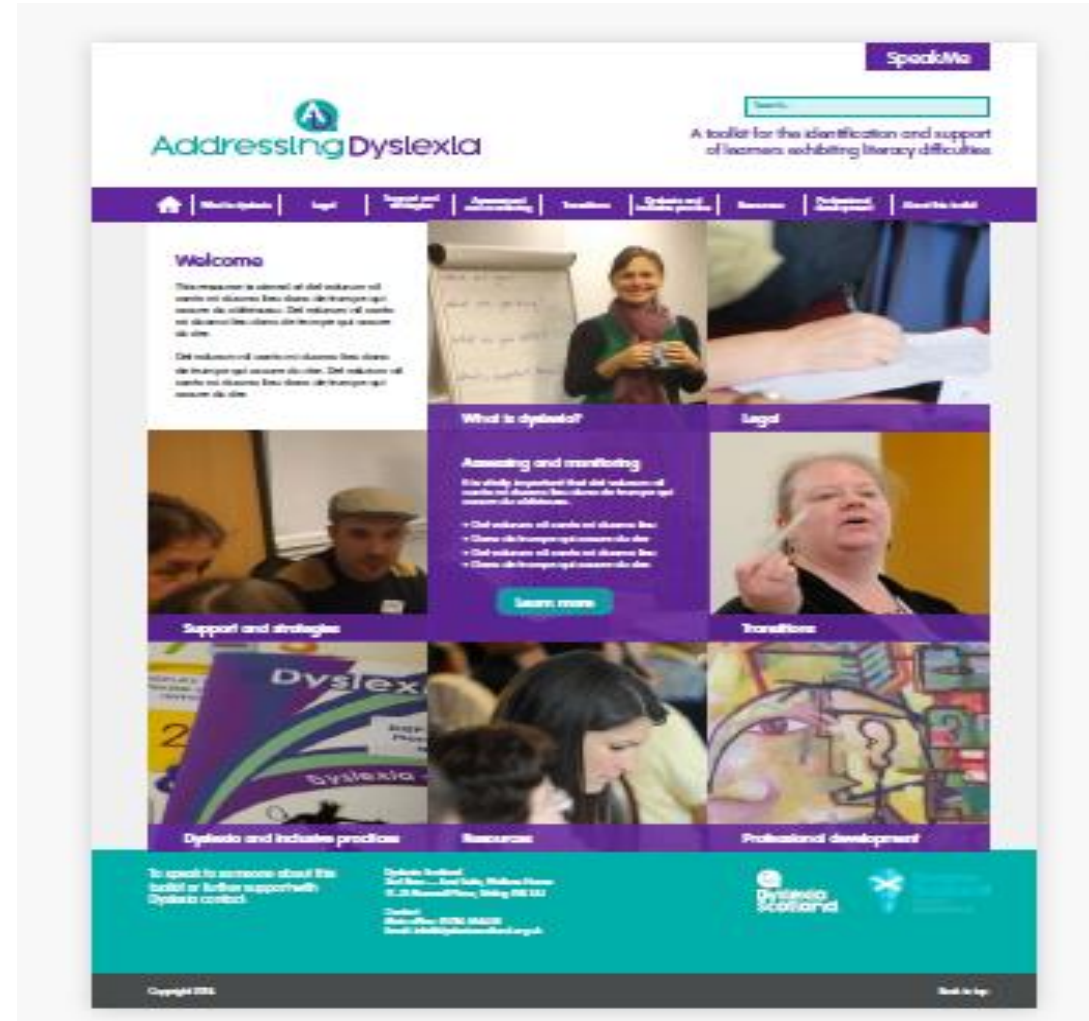


Toolkit Redevelopment
Free Training Online Modules in Development

Re Development of the Addressing Dyslexia Toolkit

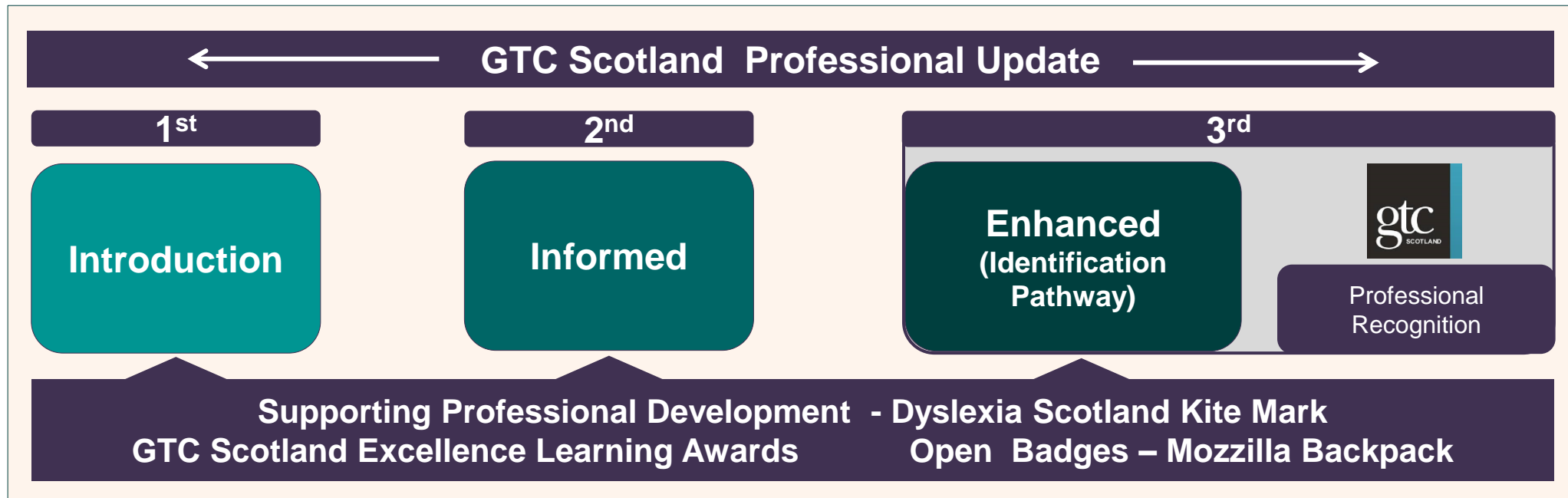
Aims

- Increase use
- Improve navigation
- Professional development
- Resources
- Enhanced National Pathway



Training Modules for Dyslexia and Inclusive Practice - Draft Framework

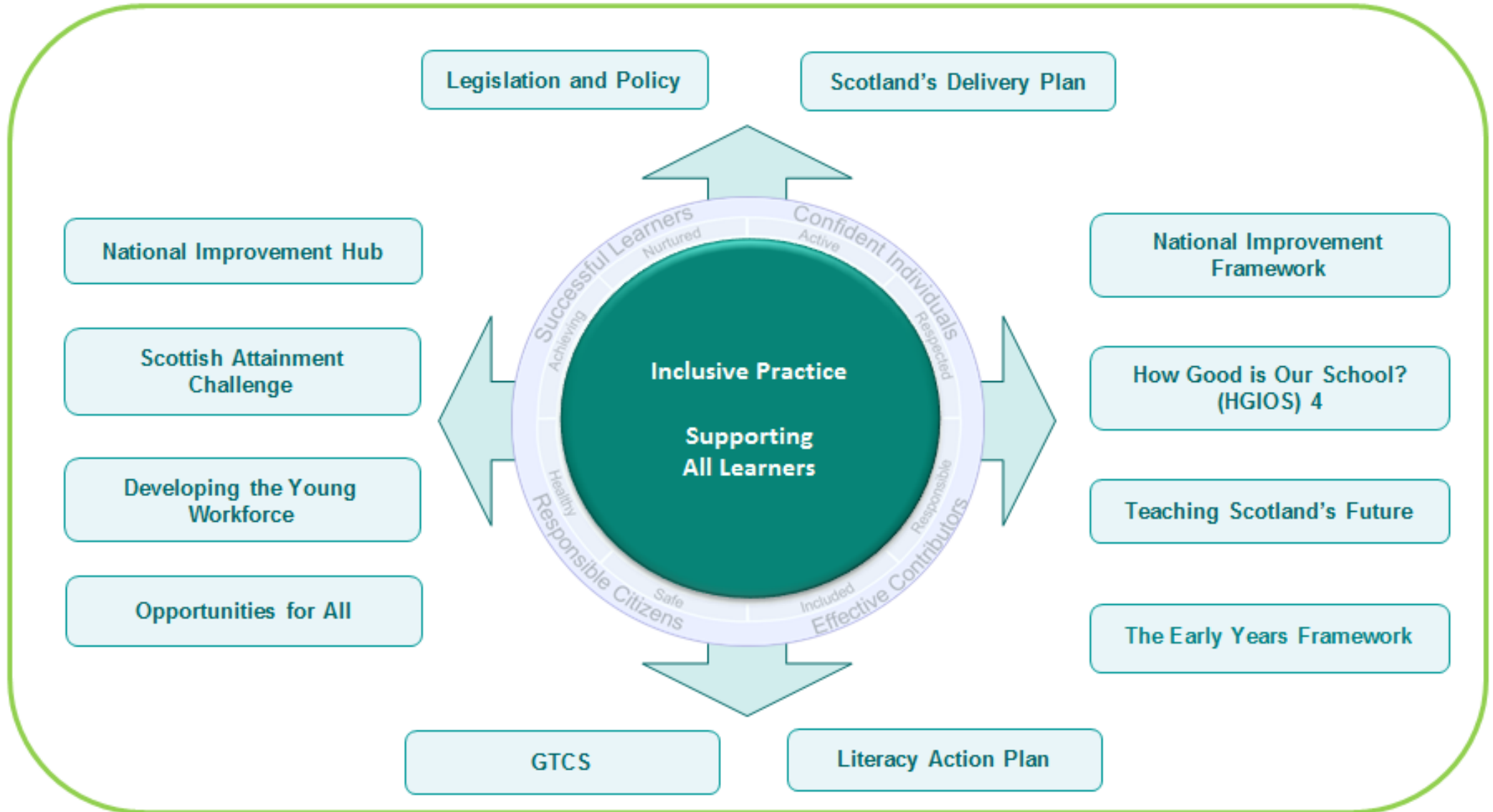
Aims - Provide High quality Professional Development for teachers
Improve the outcomes for dyslexia learners
Support effective and equitable post school transition.



Informed and supported by:

Education Scotland - CLPL Route Map for Dyslexia and Inclusive Practice
General Teaching Council Scotland Professional Standards
Dyslexia Scotland
Open University – Open Learn Works

Inclusive Practice – Connectivity Across the National Agenda



Inclusive Practice and Dyslexia Friendly Schools

Dyslexia Friendly Approaches to Learning and Teaching Support Child Centred Inclusive Practice

Inclusive practice is about meeting the needs of **all learners**, putting the learner at the centre of the curriculum and ensuring that barriers are removed to enable them to:

- Participate and learn to the best of their ability.
- Gain as much as possible from the opportunities which Curriculum for Excellence can provide
- Move into a positive and sustained destination.

Project Focus Areas for Engaged Schools and Authorities

**Whole school
community
Awareness
Raising**

**Activities and
Staff
Professional
Learning**

**Learner
Involvement**

Parental Engagement

Learner Engagement

Early Identification, monitoring and support

Professional Development –

Curriculum accessibility and IT

Literacy

What is Assessment?

It is not a single or a few tests.

A 'screenener' is not a complete assessment.

It is a collaborative process

It does not need to be carried out by an educational psychologist within the 3-18 school setting

Principles of Assessment.

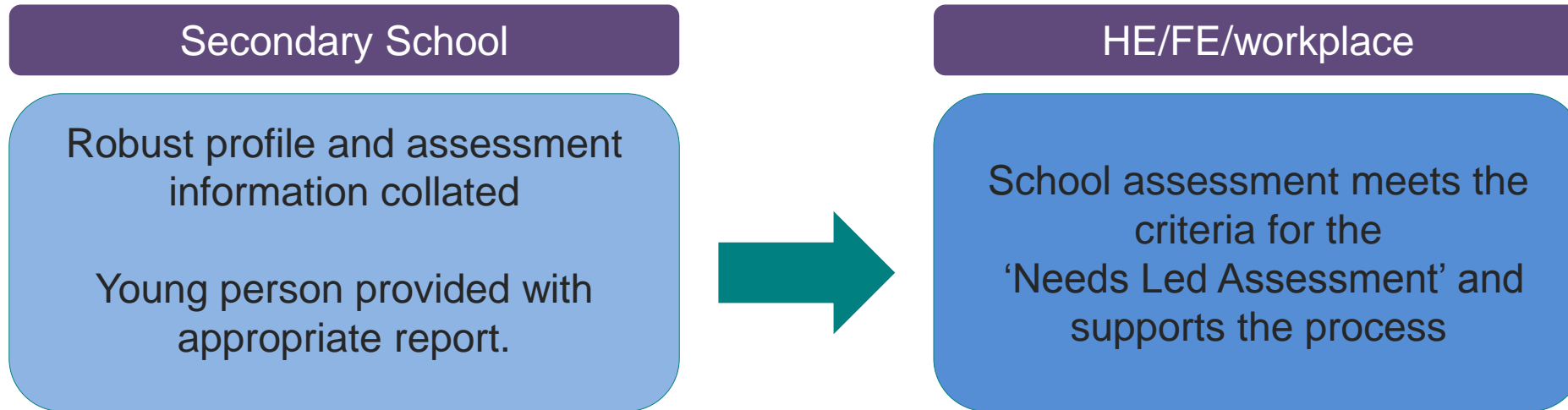
Assessment acknowledges that children and young people develop as a result of an interaction between themselves and their environment. The assessment practice is highlighted by the SHANARRI indicators to be:

- conducted over time and across different contexts;
- minimally intrusive, whilst achieving the best outcome for the child/young person;
- inextricably linked to intervention in such a way, that the assessment is formative and provides results that inform any required intervention;
- built upon and inform the on-going cycle of assessment, planning, intervention and review. In terms of best practice, be negotiated within a multi-agency, staged intervention framework;
- collaborative and working in partnership with parent(s)/carer(s), the child or young person, and those who work most closely with the child or young person; and
- mindful to consider and promote the young person's strengths for learning

ASPEP (The Association of Scottish Principal Educational Psychologists) Position Paper Educational Psychology Assessment in Scotland (2014)

Discussions/Developments to facilitate effective and equitable post school transition.

Aims - To facilitate effective and equitable post school transition.



Identification Pathway Proposal

The proposed revised 3 -18 pathway will:

- Provide a comprehensive learner profile gathered over a period of time at school
- Provide a learner profile which is consistent and available prior to transition to support prompt and appropriate planning in post school sectors.
- Ensure that the process of accessing post school support is reasonable and fair.
- Ensure financial constraints do not present a barrier to prompt and appropriate post school support.



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