South Ayrshire Council

Developing Dyslexia Friendly Practice in Secondary Schools: making it happen....

Dyslexia Scotland Conference
Saturday 29th September 2012
## Who are we?

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Margaret Crankshaw</td>
<td>DFS Project Coordinator, SAC Psychological Service</td>
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<tr>
<td>Hazel Steele</td>
<td>Pupil Support Teacher, Prestwick Academy</td>
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<tr>
<td>Joanne Jeffers</td>
<td>Chemistry Teacher, Marr College</td>
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<tr>
<td>Norma Baillie</td>
<td>Pupil Support Teacher, Kyle Academy</td>
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<td>Ainslie Woods</td>
<td>Pupil, Kyle Academy</td>
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<td>Scott McElvanney</td>
<td>Pupil, Kyle Academy</td>
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<tr>
<td>Eileen Brown</td>
<td>Head Teacher, Kyle Academy</td>
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Why are we here?

- Successful Primary School DFS project: all schools on DFS journey
- Three pilot Secondary Schools at an early stage of DFS and aware of the challenge!
- Happy to share what we have done so far, and what comes next
- Receptive to ideas from others
- Keen to establish DFS networking with Secondary schools across Scotland
What *are* Dyslexia Friendly Schools?

- All staff and pupils are Dyslexia aware and accountable, and create a DF ethos
- Individual learning preferences are supported
- Effective identification and literacy tracking
- Pupil empowerment, voice and choice
- Strategic provision mapping
- Management support of implementation
- Parents’ concerns are addressed
- Underlying concepts: equality; inclusion; resilience; attribution theory

“*being an effective school and becoming dyslexia friendly are two sides of the same coin*”

Neil MacKay
never eat cheese
eat sausage sandwiches
and remain young....
“Thank you for the information – I wish there had been that help when I was at school”

“My son seems very happy to come to school now”

“My daughter’s self esteem and confidence have really improved”

“I feel much happier now that everyone knows about dyslexia and what it is because I don’t have to keep it to myself any more”

“My child has responded well to Lexion and enjoys completing activities at home. I have seen a real difference in their confidence and motivation.”

“I think the way the school are dealing with dyslexic children is fabulous. It’s no longer a taboo”

“It will help my child to be more aware of people with Dyslexia and how to help them”
“I’d like to be on the steering group as my little brother finds it hard to read”

“I can talk about how I feel about reading now – I used to not tell anybody”

“I feel much happier now that everyone knows about dyslexia and what it is because I don’t have to keep it to myself any more”

“There’s no one with any problems in our school but I’ll be able to help dyslexic people when I grow up”

“The dyslexia wall in the class always has children looking at it as they like things like the stretchy snake”

“I like using ear defenders when I really want to concentrate”

“I have improved my reading and I am no longer afraid of being dyslexic”

“My reading has really improved and I know I can learn in different ways”

“It’s OK to be different”

“Dyslexia Friendly schools are great!”
DFS  Secondary pilot self-evaluation model launched January 2012

Kyle Academy, Ayr
Marr College, Troon
Prestwick Academy
The Challenge......
The long haul........
Steps to SAC Dyslexia Friendly School: the process

• DFS Steering group in school – parent and pupil involvement
• Conduct Audit and write action plan
• Whole school training
• Parent workshops
• Implement action plan
• Prepare evidence portfolio
• Completion of self-evaluation
• Evaluation of evidence
• Celebration of award
DFS : Secondary Self Evaluation Indicators:  
The Seven key areas:

• Whole School Commitment to Dyslexia Friendly School
• Identifying needs
• Meeting learner needs
• Pupil Perspectives
• CPD
• Transition Planning
• Partnership with parents
Building a DF Secondary School

- Wider community
- Whole school policies & leadership
- Subject Dept Champions
- DFS Steering Group
- Pupil Support Dept

SAC Dyslexia Friendly Schools Project
The Role of Pupil Support
Core ASN support from Pupil Support Department

- Support Transition from Primary
- Continued Identification of literacy “at risk” pupils
- Support individual planning through Staged Intervention
- Resource provision
- Liaise with parents informally and through review
- Liaise with partner agencies
- Homework Club at lunchtime
- Paired reading programmes
- Adapting teaching material
- Provide emotional refuge
Support in Exams/Assessments

- Use of ICT
- Reader/Scribes + extra time
- Digital Question Papers (requires Read and Write Gold)
- Allow calculators in Maths and enlarged diagrams and print.
- Coloured paper
Additional DFS role: Enabling all staff through consultation and modelling to:

• Be “dyslexia aware”
• Make all lessons dyslexia friendly so no one feels “different”
• Support learning preferences
• Noticing and adjusting without fuss
• Enable pupils to use “signals” when they need help
• Enable peer awareness and support
• Encourage networking of dyslexic learners
• Make sure homework is suitable/appropriate
Additional DFS role(2): Enabling all staff through consultation and modelling to:

- Have high expectations
- Use pictures, mind maps, double spacing, post it notes, large paper, marker pens etc
- Use Learning toolkit for S1/S2 in Writing and Maths
- Provide banks of subject specific support materials
- Use Dyslexia identity cards
- Share Departmental good practice
- Make appropriate adjustments
- Find time to listen
The Dyslexia Friendly Chemistry Classroom
Difficulties in the Chemistry classroom

• Some Dyslexic pupils have difficulty locating appropriate equipment
• They may have difficulty writing formulae
• Confuse the scientific meaning of terminology with other uses in everyday life
• Spend so long drawing diagrams, that they fail to label accurately
Strategy - Put up posters and wall charts of lab equipment
Strategy - Always show and name lab equipment

Beaker
Bunsen burner
Measuring cylinder
Test tube
Test tube rack
Thermometer
Tripod
Safety goggles
Strategy - Issue a formula prompt sheet with colour coding

Standard Grade Chemistry
Important Formulae Sheet

H₂O - water
CO₂ - carbon dioxide
HCl - hydrochloric acid
H₂SO₄ - sulphuric acid
HNO₃ - nitric acid
NaCl - sodium chloride
Strategy - Issue word lists of 'new' vocabulary for a new topic

New Terms and their meaning

FUEL - a substance which burns releasing energy
EXOTHERMIC - a reaction in which energy is released
COMBUSTION - a reaction of a substance with oxygen, giving out energy
FOSSIL FUELS - fuels such as coal and oil that were formed millions of years ago by the decomposition of material that was once living (such as trees and animals)
HYDROCARBONS - compounds containing carbon and hydrogen only
COMPLETE COMBUSTION - when there is sufficient oxygen for a fuel to burn completely.
POLLUTION - substances which damage the environment
Strategy - Issue copies of diagrams
Examples of Pupil Work
<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fats and oils are esters!</td>
<td>Fats and oils provide energy</td>
<td>Condensation: 1 mole glycerol + 3 moles fatty acid</td>
</tr>
<tr>
<td>Fats and oils contain glycerol.</td>
<td>They provide energy</td>
<td>Carboxyl + hydroxyl reach</td>
</tr>
<tr>
<td>They are described as triglycerides.</td>
<td></td>
<td></td>
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</tbody>
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Before

- Safety
  - Boiling water
    - using bunsen
  - recording exp
    - measuring accurately
  - far exp
- what eqn is called & how to use it
After

- Measuring accurately
- Placing the equipment
- Safety while experimenting
- Using a bunsen burner
- Boiling water

What I learned in SCIENCE
Pupil perspectives

Dyslexic Friendly School Awards

Onwards and Upwards

SAC Dyslexia Friendly Schools Project
PUPIL PERSPECTIVES

Primary Transition
Surveys
Focus Groups
Nurture Groups
DFS Pupil Group
Steering Group
WHAT WOULD AN IDEAL DYSLEXIA FRIENDLY SCHOOL LOOK LIKE?

DEPARTMENTS WOULD BE

- BRIGHT
- WELCOMING
- RELAXED
TEACHERS WOULD SMILE AND SAY ‘HELLO’
LEARNING OUTCOMES WOULD BE ON THE BOARD

(1) To get to know the kitchen
(2) To understand the importance of good Personal Hygiene
(3) To learn the correct washing up procedure

Success Criteria

I know what equipment is in my cupboard
I can give 3 examples of good Personal Hygiene
I know the correct order to wash my dishes
TEACHERS WOULD KNOW HOW TO HELP PUPILS FEEL MORE CALM
ALL PUPILS WOULD KNOW WHAT IT FEELS LIKE TO BE DYSLEXIC
ALL PUPILS SHOULD HAVE AN ASSEMBLY WITH INSPIRATIONAL YOU TUBE CLIPS
OUR VISION

Pupil DFS assembly

Clearly delivered
Entertaining
Inspiring
Informative
Alive
Engaging
Fresh
Relates to all
Powerful message
DYSLEXIA FRIENDLY

SCHOOL ASSEMBLY

What message?

There are many famous dyslexics from all walks of life

We don’t cheat when we get extra support. It just takes us a bit longer.

No two dyslexics are the same

Dyslexics are SMART

We face challenges but we also have many strengths

Please RESPECT that some of us have problems with vision and may need to wear coloured glasses
OUR DFS ASSEMBLY

1. Powerpoint with music - What is dyslexia
   Our challenges/strengths
   What our pupils say

2. Practical task
   a. Write a given sentence and substitute vowels with the @ symbol
   b. Describe to partner what you’ve done today but without using the letter E.


4. Fun activity - balloon game with dyslexic fact inside each one.

5. Powerpoint with music - Famous Dyslexics
RAISING AWARENESS OF DYSLEXIA AT OUR ASSEMBLY

“I wish other people could FEEL what it is like to be dyslexic.”
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would know how to help a friend who is dyslexic?</td>
<td>BEFORE</td>
<td>52.4%</td>
</tr>
<tr>
<td></td>
<td>AFTER</td>
<td>86.7%</td>
</tr>
<tr>
<td>I think that dyslexic pupils should get extra support in class e.g. reader, scribe, laptop?</td>
<td>BEFORE</td>
<td>69.9%</td>
</tr>
<tr>
<td></td>
<td>AFTER</td>
<td>86%</td>
</tr>
<tr>
<td>Do you think people can be dyslexic AND very clever?</td>
<td>BEFORE</td>
<td>87.4%</td>
</tr>
<tr>
<td></td>
<td>AFTER</td>
<td>97.9%</td>
</tr>
<tr>
<td>Would you be able to name 3 high achieving famous dyslexics?</td>
<td>BEFORE</td>
<td>44.8%</td>
</tr>
<tr>
<td></td>
<td>AFTER</td>
<td>97.9%</td>
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HELP FROM OUR HIGHER PHOTOGRAPHY STUDENTS

DFS certificates GOLD AWARD entries
OTHER WAYS WE COULD MAKE A DIFFERENCE

Create a large vision board of what our “perfect” DF school would look like.

Update dyslexia leaflets for pupils.

Make a help box for pupils.
STAFF

Create a dyslexia PowerPoint for new teachers

Drama presentation by pupils “The dyslexia friendly classroom”

PARENTS

Fun, informal workshop for parents

Dyslexia friendly “stall” at parents evenings
WIDER COMMUNITY

Kyle Academy website

Being here today
Dyslexia Friendly Head Teachers....

Determine levels of priority

Forge links with other policies and plans

Forage links with other policies and plans

Develop and support DFS champions

Communicate with stakeholders and the wider community

Invest heavily in CPD

Embed in monitoring and self evaluation strategies
SAC : Planned DFS outcomes

- Whole School commitment to DFS
- Clear policies and practice to maintain a dyslexia friendly environment
- Increased confidence of staff in identifying dyslexic features and responding appropriately
- Early informal and flexible Identification and Intervention
- Evidence based literacy profiling, tracking and evaluation of teaching strategies
- Pupil networking, empowerment and peer support
- CPD needs identified and addressed
- Successful Partnership with parents
- SAC DFS Award
Key Scottish web resources

- http://www.frameworkforinclusion.org/dyslexiaassessment
- http://www.dyslexiascotland.org.uk
- http://www.supportingdyslexicpupils.org.uk
- http://www.dyslexiatransition.org/

South Ayrshire info

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