
Dyslexia Scotland

STRATEGIC PLAN

2015 – 2018

DYSLEXIA SCOTLAND 3 YEAR STRATEGIC PLAN 2015-2018

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Mission statement

Dyslexia Scotland aims to inspire and enable dyslexic people, regardless of age and abilities, to reach their potential in education, employment and life.

Strategic Aims for 2015-2018

In order to inspire and enable those with dyslexia to reach their potential, we, as Scotland's national organisation for dyslexia, aim:

1. To provide and promote high quality services
2. To influence and achieve positive change at a national and local level
3. To give people with dyslexia a strong individual and collective voice
4. To ensure that Dyslexia Scotland is a sustainable, efficient and effective organisation

DYSLEXIA SCOTLAND 3 YEAR STRATEGIC PLAN 2015-2018

INTRODUCTION

What is Dyslexia Scotland?

Dyslexia Scotland was launched in November 2004, following a merger between Dyslexia in Scotland and the Scottish Dyslexia Trust.

The organisation is both a registered charity (SC000951) and a company limited by guarantee (No. SC 153321). Based in Stirling, with a network of Branches across Scotland, we represent the needs and interests of people with dyslexia in Scotland.

What do we do?

Dyslexia Scotland delivers a range of support and services as identified by, and on behalf of, dyslexic children, young people and adults.

These currently include:

- National Telephone Helpline, available Monday – Thursday, 10.00am – 4.30pm; Friday 10am – 4.00pm: 0844 800 8484
- Advice on assessment, an Assessors' list for enquirers, and assessment for children and adults by a visiting psychologist to our premises in Stirling
- Providing access to tutors, through the national tutor list, and training for current tutors
- Supporting projects for the Scottish Government and other partners. Projects include the Addressing Dyslexia Toolkit www.addressingdyslexia.org and its continuing development and dissemination

- Website www.dyslexiascotland.org.uk, social media, leaflets and a wide range of information
- Adult Network: quarterly meetings in Stirling; monthly meetings in Glasgow
- Conferences, Workshops and Training events
- Awareness-raising through roadshows, Dyslexia Awareness Week, campaigns and our Ambassadors
- A quarterly magazine and a variety of services for members
- A range of local services provided through volunteer-led local Branches (18 in 2015)
- Influencing policy through: participating in national committees, responding to consultations, regular meetings with Ministers and civil servants, and through membership of the Cross-Party Parliamentary Group on Dyslexia

Dyslexia Scotland People – Who are we?

- High profile President (Sir Jackie Stewart O.B.E.)
- Dedicated Vice-President (Julia Trotter M.B.E.)
- Enthusiastic volunteers, engaged on the Board of Directors and on our Members' Representative Council, as Ambassadors, and helping across all of our work
- A network of Branches across Scotland, all run by volunteers
- Two Adult Networks
- A committed team of six paid staff
- Many valued members, supporters and donors

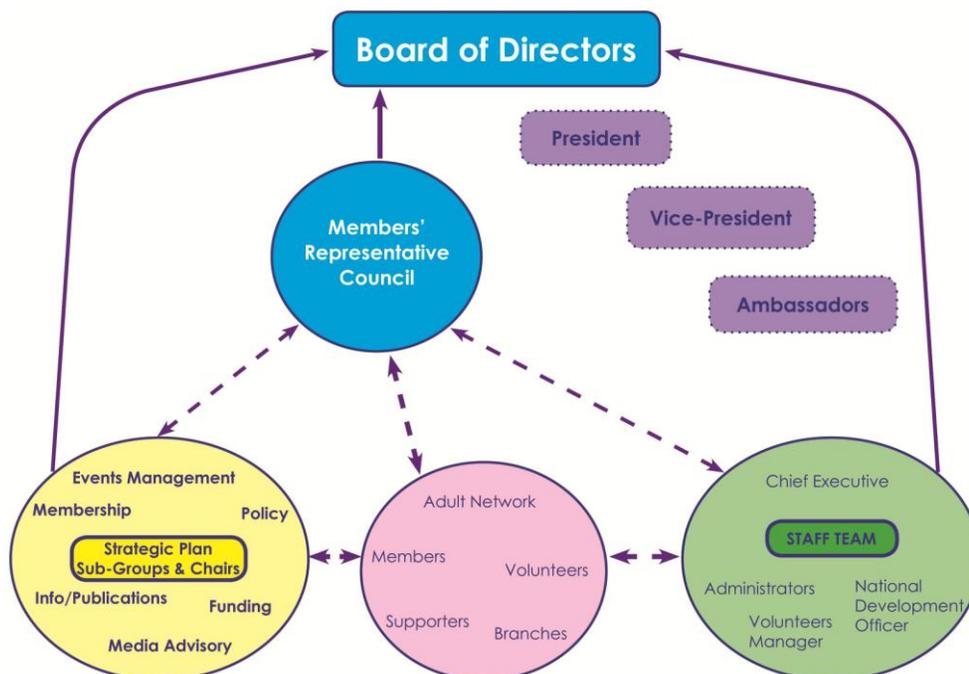
Dyslexia Scotland Governance – How do we work?

Dyslexia Scotland is governed by its Memorandum and Articles of Association (as updated by special resolution on 4th October 2008). The governance structure is set out below. Clear governance and the ongoing monitoring, development and delivery of this strategic business plan, will be a top priority for the next 3 years.

The Board of Directors maintains general overall control of the charity and has a duty to ensure that the charity is administered effectively, and is able to account for its activities and outcomes to the Office of the Scottish Charity Regulator (OSCR), to Companies House and to the public. The Board of Directors is led by the Chair of Board.

The staff team of six is led by the Chief Executive who reports to the Board of Directors.

The Members' Representative Council (Council) acts as an advisory body to the Board of Dyslexia Scotland. The Council is led by the Chair of Council. Six Strategic Plan Sub-Groups (Appendix 3) support the Board in taking forward the 3 year strategic plan. The Branches share Dyslexia Scotland's governance structure, purposes and objectives and are run by volunteers.



DYSLEXIA SCOTLAND'S STRATEGIC PLAN: 2015-2018

BACKGROUND AND CONTEXT

This plan has been developed through extensive consultation with key stakeholders and has involved a range of organisations and individuals, including those whose lives are affected by dyslexia. Dyslexia Scotland, as an inclusive organisation, has a planned process of engagement and consultation with members, national and local government and others using a range of methods including surveys and events (Appendix 1). This plan has been informed by leading experts, decision-makers and, most importantly, by individuals and families who experience the impact of dyslexia on their lives on a daily basis.

Since its launch in 2004, Dyslexia Scotland has established itself as Scotland's national charity for dyslexia and has played a leading role in the development of policy and provision for dyslexia in Scotland. Dyslexia Scotland's last Strategic Plan covering 2012-2015 has resulted in a number of significant positive developments in relation to provision for dyslexia. Some of these are summarised below and a more detailed summary of the highlights is attached at Appendix Two. The plan for 2015-2018 builds on these achievements.

In Scotland our approach to working with children and families is determined by *Getting it right for every child* (GIRFEC) while learning and teaching in pre-school centres and schools is governed by *Curriculum for Excellence*. Dyslexia Scotland's own approaches to working with children, young people and families, and schools, are consistent with GIRFEC and with Curriculum for Excellence. Underpinning all these approaches are inclusion and equality.

Inclusion and equality seek to ensure that all learners are able to participate fully in their learning and that any barriers to their full participation are removed. In pursuing its aims for dyslexic learners in Scotland, Dyslexia Scotland is fully committed to the

broad values of inclusion and equality. At a more general level, inclusion and equality are principles which permeate Dyslexia Scotland as an organisation and in all our activities we seek to ensure high standards of inclusion and equality.

Positive developments achieved over the last 3 years (2012-15) include:

Strategic Funding Partnerships with the Scottish Government and Education Scotland

Dyslexia Scotland received supplementary funding in 2013 from both the Scottish Government and Education Scotland, in order to provide and promote high quality services to people with dyslexia. The respective work plans from 2013 -15 contributed to the Scottish Government's National Outcomes and National Indicators and to Education Scotland's strategic objectives. All the requirements of these plans have been met and an extension of both funding streams for a further year to the end of March 2016 has been agreed.

Education Scotland Making Sense review

In August 2012, the Chief Executive, Chair of the Board and a Board Member met with the First Minister, Alex Salmond. They requested that Education Scotland carry out a review of the educational provision for learners with dyslexia in Scotland, as a follow-up to the report on that topic published in 2008. The review was duly carried out and the report of the review launched in May 2014.

http://www.educationscotland.gov.uk/resources/m/genericresource_tcm4829766.asp

Dyslexia Scotland participated in the review, and a number of the report's recommendations refer explicitly to Dyslexia Scotland. In October 2014 the Government and Education Scotland set up a Working Group and several sub-groups to take forward the report's recommendations. The Chief Executive, two Board Members and the Chair of the Addressing Dyslexia Toolkit working group are involved in these groups, giving Dyslexia Scotland very good opportunities to help improve the outcomes for dyslexic learners in Scotland.

Addressing Dyslexia Toolkit

With funding from the Scottish Government, this comprehensive online 'Addressing Dyslexia Toolkit' continues to be updated and widely disseminated.

www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit

Reference was made to the importance of the Toolkit in the Education Scotland review discussed above. Dyslexia Scotland continues to play a major role in the maintenance and ongoing development of the Toolkit.

Branch network/providing services locally

During 2012 – 2015, the number of Branches of Dyslexia Scotland has risen from 15 to 18. We are particularly pleased to have more of a presence in the West of Scotland with our Branches in Glasgow and Glasgow East Ren. We are also developing Branches in more rural parts of Scotland such as Caithness and Skye and Lochalsh.

In May 2014, we held our first 'branch residential' which gave our Branch members and Adult Network Chair the chance to get together for training, networking and the sharing of experiences. This is now an annual event.

As part of our commitment to hold roadshows in different parts of Scotland, we undertook our first 'mobile' roadshows in a tour of the Hebrides and Western Isles in August 2014. The event was well received and we did our second mobile tour in Dumfries and Galloway in March 2015.

Ellie's Blue Ribbon campaign

In 2012, we launched 'Ellie's Blue Ribbon Campaign', a 12 year old young ambassador from our South East Branch. Blue ribbons were distributed across Scotland for people to wear to show their support during Dyslexia Awareness Week.

Since 2012, 53,000 ribbons have been distributed by Dyslexia Scotland and our South East Branch, with help from other branches and volunteers. Over 2000 people attached a 'Twibbon' to their social media profile.

Ellie's Blue Ribbon Campaign has been particularly popular in schools, with many holding special dyslexia awareness events during Dyslexia Awareness Week. We will continue to run this campaign during Dyslexia Awareness Week each year.

Volunteers Manager post and expansion of volunteer roles

In April 2012, we appointed our first Volunteers Manager, whose remit was to be responsible for all aspects of the recruitment, induction, training, supervision and retention of volunteers working from our Stirling base. The overall aim of this new post is to help Dyslexia Scotland achieve more, by offering a positive volunteering experience for the volunteers and in turn enabling them to deliver high quality services and influence positive national change for people with dyslexia.

Since April 2012, volunteers have been recruited into a total of 44 new volunteering roles. There are currently 106 volunteer roles (several volunteers have more than one hat), including the work areas covered by the Board, Council and 6 sub groups, Careers Advisors, Helpline, Ambassadors, Blue Ribbon Campaign supporters, Administration, Events, Adult Network, Resource Centre, Fundraising Collectors (at football matches), Fundraisers (raising money through sponsored events such as half marathons), Book-keeping and Photography. The addition of a Volunteers Manager to our small staff team (now 6 members) has made a significant difference to our ability to deliver our Strategic Aims and Outcomes. It also means that the many volunteers we rely on are fully trained and supported to contribute to the delivery of those aims.

The salary and overhead costs of our Volunteers Manager post were provided through grants generously provided by Jim McColl, Clyde Union Pumps, Clyde Blowers Ltd and The Robertson Trust.

The National Policy Context

This plan dovetails with the Scottish Government's National Performance Framework which describes 16 National Outcomes targeted by the Government and 50 indicators used to track progress. It also takes account of major national policies. This 3 year strategic plan supports particular national outcomes, indicators and policies as outlined in Appendix 2.

Dyslexia Scotland recognises that within the present difficult economic climate there will be challenges during the period of the business plan in terms of financial constraints and organisational capacity issues. However this plan is ambitious and realistic in delivering our mission statement and aims for 2015-2018.

Dyslexia Scotland at a local level

We will also seek to contribute towards outcomes at a local level in support of Single Outcome Agreements developed as part of the Concordat between the Scottish Government and local government. Single Outcome Agreements place the onus on community planning partnerships, specifically local authorities, to develop and deliver local outcomes through local actions. Dyslexia Scotland will support local authorities, within available resources, to ensure local developments and community planning partnerships support families and individuals of all ages who are dyslexic.

Adult and local Branch networks

Dyslexia Scotland values greatly the work carried out by members of our local Branches and our Adult Network, who all provide information, activities and support across Scotland on a voluntary basis. The services provided by the Adult and Branch networks are much appreciated by many dyslexic adults, parents of dyslexic children and professionals throughout the country.

In July 2014, the funding from The Eranda Foundation was renewed for a further 5 years for the National Development Officer post to continue to support existing and developing Branches and networks. This post has led to the development of new Branches, as well as the identification and provision of increased support to the volunteers running all the Branches.

Branches are encouraged to become involved in the planning and delivery of Dyslexia Scotland's work in a number of ways, including through Council which meets regularly and advises the Board of Directors. Our branches and Adult Network organise a diverse range of events across Scotland, all of which aim to support anyone who wants to know more about dyslexia.

A full list of the activities of the networks, including a regular programme of events, is advertised on the Dyslexia Scotland website.

DYSLEXIA SCOTLAND'S STRATEGIC AIMS FOR 2015-2018

The following high level strategic aims and objectives have been set for the next three financial years, starting from April 2015. Specific objectives to achieve outcomes for each of the strategic aims are detailed in Appendix 4. Operational work plans will be developed to maximise the available resources and these will be reviewed in January each year, or in response to changing circumstances.

Dyslexia Scotland's Strategic Aims for 2015-2018

Aim 1 – To provide and promote high quality services

To provide high quality information, advice, training and support services that inspire and enable children, young people and adults with dyslexia to reach their potential; and to encourage other service providers to do the same.

Aim 2 – To influence and achieve positive change at a national and local level

To work collaboratively as a united specialist support and campaign body for Scotland to achieve positive change.

To support and contribute to research, consultations and projects.

Aim 3 – To give people with dyslexia a strong individual and collective voice

To develop and expand the role of local and national ambassadors.

To support and encourage people to tell their story through appropriate public platforms and the media.

To support and encourage people to participate in consultations.

Aim 4 – To ensure that Dyslexia Scotland is a sustainable, efficient and effective organisation

To ensure that the organisation has the governance, capacity, funding and membership support required to achieve the strategic and operational objectives of the plan.

These four strategic aims will be met in close partnership with members, Branches, government, funding bodies and other key stakeholders.

Strategic Plan Sub-Groups

Six Sub-Groups have been established to take forward the aims and objectives of the Strategic Plan as standing groups for the duration of the three years (2015-2018). These groups are: Events Management, Information and Publications, Policy, Media, Membership and Funding. Membership of each group includes a member of staff and volunteers from the Board, Council, Branches and elsewhere. This ensures ongoing involvement from our members in the development and delivery of the plan.

Each Group agrees its remit and key priorities for each year and reports to the Council and Board. The Sub-Group remits are set out in Appendix 3.

Financial considerations

Dyslexia Scotland, as well as being a registered charity, is also a company limited by guarantee. Its finances are subject to regular scrutiny and review by the Chief Executive and the Board of Directors. The Directors are responsible for preparing financial statements in accordance with the applicable law and the United Kingdom Accounting Standards, and for being satisfied that the financial statements give a true and fair view. The company's accounts and financial statements are examined by independent auditors annually to ensure that the Directors' responsibilities have been discharged appropriately.

Quality Assurance and Risk Management

Arrangements for Quality Assurance are outlined in Appendix 6. The Risk Assessment, Appendix 7, is updated by the Board of Directors each year at the Board Annual Review.

APPENDIX ONE – STRATEGIC PLANNING PROCESS

The development of Dyslexia Scotland's strategic plan for 2015 - 2018 was fully informed by a planning process led by the Board, which has been outlined below.

The aim of this process was to involve members, Branches, volunteers, staff and other stakeholders in setting key priorities for Dyslexia Scotland over the 3 year period from 2015-2018.

Who	What	When	How
Board and advisers	Early strategic planning discussion of the process	June 2014	Board meeting: agreed that 1 Director, 1 member of staff and where possible 1 Branch member would attend each consultation meeting
Strategic Planning group	Review and summarise achievements in 2012-15: - What worked well? - What needs to be improved and how? - What gaps do we need to fill?	August 2014	* Refer to previous Annual Planning Day notes and progress of Strategic Plan targets. * Meeting to agree final summary for use in regional events and survey
Consulting members, volunteers and Branches across Scotland	* Regional events – Inverness, Fife, Lanarkshire and Perth * Online members' survey	October - November 2014 * October – December 2014	* Local events organised in liaison with branches to listen to members' views on future priorities * Online survey on website

Who	What	When	How
Board and senior staff members Mark Bitel - external Facilitator	Strategic Planning Day - Part 1	21 November 2014	Strategic Planning Day - to review feedback from members
Board, Council, staff. Mark Bitel - external Facilitator	Strategic Planning Day - Part 2	22 November 2014	Strategic Planning Day including workshops
Chief Executive and National Development Officer to draft plan in consultation with Directors; Council to advise on draft; Board to approve	Draft Strategic Business plan	Draft by mid-May; approval by Board at meeting in May 2015	Directors and Chief Executive to collate information and draft plan; Board, Council and members to comment on draft
Board	Monitoring & Evaluation arrangements for the strategic plan	Summer 2015	Review 'How good is our voluntary organisation?' (Education Scotland). Draw up a plan to use the self-evaluation framework outlined
Chief Executive & Board	Final Strategic Plan in place	Summer 2015	Approved and published

The feedback received during this consultation and planning process was both constructive and positive. There was a high level of engagement from members, non-members and volunteers across the organisation. The feedback included requests for us to do more of what we do and to promote what we do better, as well as to extend our geographical reach as widely as possible. We have endeavoured to incorporate what people have asked us to do into this plan, within the realities of our available capacity and funding. A more detailed analysis of our responses to the consultation feedback is available on request.

APPENDIX TWO

Dyslexia Scotland Strategic Plan: Highlights of 3 year plan 2012-15

Aims and targets – what we said we'd do	Progress on Targets – what we've done
<p><u>Aim 1:</u> To provide and promote high services that inspire and enable children, young people and adults with dyslexia to reach their potential</p> <p>Information and Advice</p> <ul style="list-style-type: none"> • Ensure existing leaflets, guides and magazines and advice reflect up-to-date knowledge and practice; develop new information in response to need and disseminate widely to Helpline callers, Branches and the public. • Provide access to our resource centre including through an on-line library catalogue and borrowing service for members • Keep website, and other social networking sites (such as Facebook and Twitter) up-to-date and ensure they are key vehicles in helping us to deliver high quality information, advice and support to people with dyslexia and to our members and to increase awareness among potential members, employers, educators and the public in general • Increase the use of Podcasts • Ensure that all communications are dyslexia friendly 	<p>Information and Advice</p> <ul style="list-style-type: none"> • 26 leaflets now in place on website. Disseminated widely by branches at open meetings. Survey online shows that people value the leaflets. Branch, members and others informs on new leaflets. Magazine: themed approach since 2012: very positive feedback. Sponsored by Aberdeen Asset Management • Resource centre and on-line catalogue available to members, now updated by volunteer • Website: average monthly visitors in 2012 were 18,208/month. Average monthly visitors in 2014: 32,516/month (an increase of 177%) • Facebook set up in March 2011, now has 2,921 Likes; Twitter set up in December 2011, now has 3,629 followers. YouTube channel set up in August 2014. Films also shared on social media and website. • Ongoing aims to ensure all our communications are dyslexia-friendly

Helpline: Provide a national Helpline

Training, including Events

- Run 1 national conference, 4 training events and 2 information meetings for Branches
- Run 1 adult conference and a series of 5, one-day Roadshows in partnership with Education Scotland and Community Learning and Development
- Deliver core training and awareness raising across sectors (e.g. NHS, local authorities, police, prisons and the private sector)
- Continue to develop the use of on-line and video conference links

Helpline: The number of calls increased from **1608** in 2012 to **1685** in 2013 and **1654** in 2014. **60%** of the Helpline calls were from parents, **30%** from adults, and **10%** from others who support or work with dyslexic people. Callers talk about 'feeling more positive' and 'having a clearer sense of direction'. Our **first Helpline volunteer advisers** trained late 2011, taking calls early 2012. They currently answer calls for a total of 13 hours/week. Regular training and Helpline catch ups for all Helpline advisers. **Helpline hours extended** in October 2014 to lunchtimes and to 4.30 4 days/week.

Training, including Events

- **Annual Education conference attended by over 300 delegates** each year. Interesting, varied and popular practical workshops, keynote speakers and exhibitors. Training opportunity for branch and Adult Network volunteers. Very positive evaluation feedback. Branch information shared at Council meetings 4 times per year as well as in regular contact with National Development Officer. **First residential held in May 2014** for branch and Adult Network volunteers.
- Last **Adult conference** held October 2011 as funding from Education Scotland did not continue. Joint Adult Learning conference held October 2013 with Paul McNeill as keynote speaker and Fiona Dickinson running dyslexia workshops.
- **Roadshows:** 2012: Forfar, Inverness, Oban, Greenock; 2013: Fort William, Mallaig, Elgin, Wick; 2014: Hebrides, Glasgow, Dumfries and Galloway – **first mobile road shows** in Hebrides were attended by over 200 people in remote parts of Scotland.

Offering consistent national and local support

- Deliver an assessment service (for children and adults) from our Stirling base and pilot a low-cost assessment service for adults
- Work with Branches, to ensure support provided at national and local level complement each other
- Run 4 Adult Network meetings, 2 Tutor seminars and maintain and promote a Tutor service database

- **Dyslexia Awareness Week** – exciting programme of events each year since 2012. Average 30 events per year across Scotland
- 16 **dyslexia awareness training sessions** held in 2014 (8 in for 242 participants in 2012, 10 sessions for 316 people in 2013; 16 sessions for 340 participants in 2014) across sectors: employers (public and private sector); prisons, schools, NHS, Police, Banks, Child minders, Driving instructors.

Offering consistent national and local support

- Visiting psychologists (mainly Dr. Gavin Reid) at Stirling (as well as Aberdeen via the branch): 96 people have been assessed since 2012 (18 adults and 78 children).
- A low cost assessment service set up in 2013. 10 adults have been assessed so far under this scheme.
- Ongoing support to branches including email and telephone support from the National Development Officer, assistance with posters, leaflets, venues, funding applications, advice, social media, promotion of events on website and social media; taking part in open meetings and committee meetings. Regular updates to Handbook and other guidance to branches as and when required. **First residential weekend** held for all branches May 2014, attended by 27 volunteers and all but 3 of our branches. In general, branches continue to have regular contact with our National Development Officer and have been especially busy since the end of the summer this year.
- 4 Adult Network meetings per year on a wide range of topics, attended by around 20 people per meeting, including: Dyslexia in pictures; Emotions; IT solutions; Strengths; Adjustments at work; Relaxation. Its members value the

Close partnerships to deliver services

- Work with range of national and local dyslexia organisations to co-ordinate service delivery
- Maximise the use of key strategic bodies/partner agencies (including Young Scot, YouthLink, Education Scotland, HMIE, STUC, CoSLA, Local authorities, NHS Education for Scotland, Skills Development Scotland, Scottish Prison Service, universities and other national bodies working with adults) to promote and

Network for helping with 'Continued knowledge of all aspects of dyslexia' and in increasing 'confidence, self esteem and knowledge'.

- **Careers adviser pilot** and support in employment: Since 2013, **60** queries have led to **30** adults with dyslexia being supported by **6** volunteer Careers advisers. Barclays Bank ran a Life Skills course for 5 job seekers with dyslexia in September 2014. Decision taken by Board to seek funding for full-time post to support this project longer term.
- 2 Tutor seminars per year since 2012: topics included: ICT Essentials for Learners with Dyslexia; Working with Adults; Addressing Dyslexia Toolkit; Sharing Good Practice.
- Seminars have been attended by an average of 18 tutors – while our April 2014 meeting had over 30 participants.
- **In 2012 we had 59** tutors on the list and this has **now risen to 79** – however a number of these are currently fully booked.
- Over the last 3 years we have sent out Tutor Lists to **1144** people. While not everyone has followed up their initial enquiry, people who do get a tutor report a very high level of satisfaction with our service.

Some examples of effective partnerships to deliver services

Scottish Prison Service, Education Scotland, Scottish Government: jointly funded partnership launched DVD in **May 2012** for prisoners with dyslexia.

Barclays Bank – Lifeskills course jointly delivered in autumn 2014 for **5** adults with dyslexia

STUC/Unions: in addition to dyslexia awareness sessions in a range of workplaces (as outlined above), joint working on STUC Dyslexia Group has led to a **Dyslexia Guide for Union Learning reps** and **STUC leaflet on Dyslexia**, launched in November 2014.

<p>inform their stakeholders about Dyslexia Scotland and its services through their social media, websites and publications</p>	<p>Educational Institute for Scotland: talks to Union Learning reps about Toolkit and other resources available for teachers.</p> <p>MacRoberts LLP: 4 lunchtime seminars on dyslexia in the workplace held in October 2013 and June 2014, attended by 160 employers.</p> <p>Scottish Football Association: Dyslexia Scotland as nominated charity 2014-16. This will involve high profile fundraising and awareness raising opportunities. Launched by Steven Naismith in October 2014. Partnered the Scottish Football Association in 2015 for the Dyslexia Scotland Junior Cup.</p> <p>Edinburgh Libraries: extensive Dyslexia Awareness Week activities programme delivered each November and ongoing promotion of Dyslexia and Us book (launched 2011; e-book launched 2014)</p> <p>Big Picture film: Screening of 'Big Picture: Rethinking Dyslexia' film and discussions at over 27 venues, e.g. cinemas and community venues.</p> <p>Young Scot: filming of Ellie to launch blue ribbon campaign in 2012</p>
<p><u>Aim 2:</u> To influence and achieve positive change at a national and local level</p> <ul style="list-style-type: none"> • To work collaboratively as a united specialist support and campaign body for Scotland to achieve positive change. • To support and contribute to research, consultations and projects. <p>Influencing policy and practice</p> <ul style="list-style-type: none"> • To respond to consultations as these become available, including the SQA consultation on 	<p><u>Aim 2:</u> To influence and achieve positive change at a national and local level</p> <p>Influencing policy and practice</p> <p>Consultations: we have responded to 8 consultations since 2012,</p>

reasonable adjustments under the Equality Act, 2010; response required by 8 June, 2012

- Review and act on (if necessary) statistical data provided by the Pupil Census on recorded incidence of dyslexia among pupils in Scotland
- To continue to promote improvement in provision for dyslexic children through membership of the National Partnership Group (which is implementing Teaching Scotland's Future) and any future implementation group
- To continue working with the Scottish Prison Service/ prisons across Scotland
- To work with Skills Development Scotland to ensure that those with dyslexia receive appropriate support in seeking and sustaining employment
- To continue to be a proactive member of the Cross-Party Parliamentary Group on Dyslexia working under the 4 key themes of health, education, employment and behaviours

as well as hosting 2 parents' focus groups to inform the review carried out by Education Scotland and **published a paper on the statistical data** provided by the Pupil Census and SQA on the recorded incidence of dyslexia in schools. We have also contributed to **focus groups** led by Skills Development Scotland on the accessibility of their My World of Work website.

Teacher education: members of the National Partnership Group for 'Teaching Scotland's Future' until November 2012 when the Implementation Group was established. In August 2012, we asked the First Minister to consider revisiting the 2008 HMIE 'Education for learners with dyslexia review'. Education Scotland commissioned to carry out review in 2013. 'Making Sense' report was published in May 2014. Dyslexia Scotland an active member of the working group hosted by the Scottish Government and set up in October 2014, to take forward the report's recommendations.

Dyslexia Scotland was commissioned by the Scottish Government to carry out 2 scoping exercises in 2013 – one on the feasibility of rolling out the **Dyslexia Friendly Schools (DFS) project** across Scotland and the second on the feasibility of creating a **Dyslexia Toolkit for Adults**,. Reports on both scoping exercises were submitted at the end of March 2014. We have since submitted further proposals on both.

Cross-Party Group on Dyslexia: Dyslexia Scotland works closely with the Group Secretary and Convenor and is an active member of the Group. The Group has contributed to a Debate on Dyslexia in October 2012 on the Addressing Dyslexia Toolkit; promotion of Ellie's blue ribbon in Parliament; the Education Scotland review and its next steps; meetings on dyslexia and employment and an outline of Dyslexia Scotland's work.

Influencing the media

- Maximise the use of the media and social media: expand the media group, get social media support and other expert support as necessary
- Develop and implement a strategy for promoting 'Dyslexia and Us'
- Provide key media outlets (TV, Newspaper and radio) with a core script about Dyslexia Scotland and an offer to provide briefings on dyslexia when required

Supporting and contributing to research and projects

- Continue to promote resources such as

Influencing the media

- **Social media:** we now have 2 social media volunteers on the Media Group. Active on Facebook and Twitter (see above). Outcomes have included setting up **a Blog**, a **'Dyslexia and Us' Facebook page** (in 2013) and a **You Tube channel** (August 2014). In November 2014, we also set up 2 channels for Formula 1 and football, through MyCreoPoint – feeding our news into wider channels of interest. Wide range of interaction on social media, to gauge views on dyslexia and to inform new materials, policies and events.
- **Media:** increasing coverage of dyslexia and Dyslexia Scotland's work since 2012, with coverage in newspapers, radio and TV of campaigns such as **Dyslexia Awareness Week**; **Julian Elliott's** book on dyslexia; **Education Scotland review**; **Farmers with dyslexia**; **Sir Jackie**; **Ambassadors**, including Paul McNeill on fathers with dyslexia reading to their children; **Toolkit launch** and its use in schools; **Ellie's blue ribbon** campaign; Auctions of **Jonathan Mitchell's painting**; auction of **Elizabeth Blackadder** painting and our nomination for the **First Minister's Christmas card appeal 2012**; **Big Picture** film screenings; **Inverquharity castle fundraising artshow**; **Steven Naismith**; **SFA charity nomination**
- **Dyslexia and Us:** ongoing promotion of the book and e-book. Inclusion at **Edinburgh and Melrose book festivals**; stocked at **House of Bruar**. Twitter campaign 2014 (for e-book). Extremely effective in informing future donors and raising awareness.

Supporting and contributing to research and projects

- Launch of **Addressing Dyslexia Toolkit** in **September 2012**.

<p>the Toolkit and to engage with teachers through local authorities and COSLA</p> <ul style="list-style-type: none"> • Work with the Scottish Prison Service to promote the DVD for prisoners <i>Dyslexia, Learning, and You</i> 	<p>Recent feedback shows that it is highly regarded as a 'thorough and useful resource', an 'Essential tool for all staff treating each child's needs individually.' with 'vast volumes of published resources available'. Those who use it say they will 'advise and encourage staff to do the same.'</p> <ul style="list-style-type: none"> • Ongoing Toolkit dissemination at events e.g. Dyslexia Scotland Education conference workshops; SLF 2013; BDA conference March 2014 - poster display; EIS professional learning days - EIS Union Learning reps; within local authorities shared by Working Group reps; DS branch meetings. • Working Group membership extended to include representation from 7 local authorities, STEC, Education Scotland, ASPEP. Replacement of Chair in April 2014 by 2 co-chairs. • Regular meetings and involvement of group members in related work, e.g. GTCS on professional recognition, STEC and 'Making sense' review recommendations. • A significant future legacy/focus for the toolkit will be the development of training resources and links with the GTCS which support schools, staff and pupils. • Promotion of the Prisons DVD since May 2012, in liaison with SPS and prisons. Distributed to all Scottish prisons. Active promotion to prisons including Polmont YPI, Saughton, Perth, Inverness, Cornton Vale. • DVD won Institute of Internal Communicators award.
<p><u>Aim 3:</u> To give people with dyslexia a strong individual and collective voice</p> <ul style="list-style-type: none"> • To develop and expand the role of national 	<p><u>Aim 3:</u> To give people with dyslexia a strong individual and collective voice</p> <ul style="list-style-type: none"> • Ambassadors: 7 high profile Scots became involved in May

<p>ambassadors (including recruiting more celebrities and high profile people with dyslexia) to act as role models – starting with people in the <i>Dyslexia and Us</i> book</p> <ul style="list-style-type: none"> • To develop and deliver volunteer support training • To support and encourage people to tell their story through appropriate public platforms and the media • To support and encourage people with dyslexia, including through the Branch, Adult, Tutor and Membership Networks, to participate in consultations and to campaign for a dyslexia-friendly society 	<p>2012, including Chris Tiso, Steven Naismith Ben Thomson, Paul McNeill, Mark Stoddart, Keith Cook and Nicola Morgan. Three Young Ambassadors, including Ellie have since become involved. Their roles have included dyslexia awareness, media and social media campaigns, talks to challenge dyslexia myths.</p> <ul style="list-style-type: none"> • We work with people with dyslexia so they can share their stories about dyslexia. As well as our Ambassadors and Sir Jackie Stewart, the stories of children, young people and adults with dyslexia are included in every edition of our magazine; at national and local events including the Conference, roadshows, Adult Network and branch open meetings, Dyslexia Awareness Week and in our publications. • Examples of young people sharing their story include: Ellie; Mearns Castle High pupils (East Renfrewshire) on STV; young people at conference workshops and plenary sessions. • Consultations – encouraging people to contribute (see under Aim 2)
<p><u>Aim 4.</u> To develop and maintain a sustainable and coherent structure within Dyslexia Scotland</p> <ul style="list-style-type: none"> • To ensure that the organisation has the governance, capacity, funding and membership support required to achieve the strategic and operational objectives of the plan. 	<p><u>Aim 4:</u> To develop and maintain a sustainable and coherent structure within Dyslexia Scotland</p>

Governance

- Hold 6 Board meetings including a Review Day and 4 Council meetings annually including updates from the 6 strategic plan sub-groups; run 2 information meetings per year for Branches; ensure the codes of good practice for Branches and Council are implemented and reviewed annually
- Review communication across HQ, Branches, Council and Board
- Review quality assurance procedures across the organisation, develop quality indicators to monitor achievement of the organisation's aims and ways of communicating those achievements
- Develop a succession plan for the Board (identify skill gaps; support Branch and Council members into Board member role)
- Develop access to HR and IT support
- Review sub-groups to ensure they match the needs of the organisation; discontinue or create new ones as appropriate
- Complete the Risk Assessment (Appendix 6) by August 2012 and review on a six-monthly basis thereafter

Governance

- At least 5 Board and 4 Council meetings held per year; Sub groups very active since 2012; ongoing support to branches including Council meetings. First residential weekend May 2014
- **Communication reviewed** annually at Board meetings; branch survey in 2014 and residential weekend; Council meetings have regular updates from branches and sharing of issues is encouraged
- **Quality assurance reviewed** on ongoing basis – as required for range of different funders and funding reports including Scottish Government and Education Scotland. Salesforce database installed in 2013 to enable more systematic recording of e.g. Helpline calls, membership. Communication of those aims improving through social media especially and regular e-bulletins – **needs to be monitored particularly for people not on social media/internet.**
- Sub groups reviewed each year to ensure they are fit for purpose. Changes and additions to membership of groups has taken place as appropriate e.g. social media volunteers on Media groups
- **Board aware of need for a succession plan** for Board and President - Ambassadors are part of that plan to work with President. Directors about to start new 3 year term in 2014 – ongoing review at Board meetings.
- **IT support in place** – regular contract working well
- HR support – to explore **by end March 2015** support on offer through subscription to HR provider.
- **Risk assessment completed** and reviewed annually or as required

- Ensure that there is effective quality assurance of adult learning delivery by tutors and partners (an action point following on from 2010 HMIE report) by developing with tutors quality assurance guidelines and protocols
- Review progress in implementing the targets in this plan in September 2012 and update plan for 2012-13

People

- Review staff and volunteer capacity on an ongoing basis as well as through the monitoring mechanisms set out above and where staff or volunteer capacity cannot be secured, revise the aims accordingly
- Support and strengthen the network of Branches across Scotland and enable them to provide consistent information, advice and support to members locally including access to electronic forum, training sessions and support by the National Development Officer
- Develop new Branches in areas that are not covered across Scotland
- Expand operational base into Glasgow and the west of Scotland by opening one new Branch
- Ensure that the staff and volunteer team have the capacity and resources to

- Adult learning quality assurance: after discussion with tutors at 2013 seminars, systems have been implemented to measure the difference through forms submitted by tutors every six months.
- Targets of Strategic Plan reviewed each year at Annual Review Day.

People

- Ongoing review of staff and volunteer capacity. Since 2012, **significant increase in number of volunteer hours and roles** – e.g. new volunteers involved in Helpline and office support (this has freed up more time ongoing basis as well as at busy times). **90 national** volunteer roles (**27** volunteers); **100** at branch level.
- **Increase in staff numbers and hours** since April 2012 – **new Volunteers Manager post; increase in number of Tutor administrator hours** from 15 to 20 hours
- **Volunteer induction, training and ongoing meetings** in place since 2012 for national volunteers
- There were 15 branches in 2012 – the network now has **18**. In 2013/14, **62** local events were attended by **2230** people. Between April 2014 and the end of March 2015, **68** local events were attended by **2,405** people. Attendees include parents, young people, adults, professionals. Meetings are valued for being 'informative', 'supportive' and 'interesting'
- Dundee branch closed due to lack of volunteers, February 2014.

deliver the strategic plan

Membership

- Administer and promote membership benefits widely and at every available opportunity (through the website, on emails, at events and through word of mouth), as well as proactively building relationships with public sector and corporate bodies to increase those categories of membership
- Review membership: explore barriers to membership, membership benefits and costs
- Investigate feasibility of joining up all the mailing lists to increase Dyslexia Scotland's reach

Funding

- Hold at least 4 Funding Group meetings per year and submit ongoing applications to Trusts, Companies and

- Branches were opened in **Glasgow East Ren** in April 2013, **Angus** in June 2013 and **Skye and Lochalsh** in September 2013. Another is active though not officially registered as a branch in **Glasgow**. Work is taking place in **Caithness** to start a branch there.
- **Edinburgh Castle reception May 2013**. Hosted by First Minister, very special opportunity to thank our volunteers, supporters, staff.

Membership

- Membership numbers are currently **656**. Although it has increased gradually, **we still need to do more** to increase the numbers. Branches are more proactively promoting membership at open meetings. In Dyslexia Awareness Week, we promoted the benefits on social media and in media adverts.

Funding

- Funding group is active and meets before every Board meeting. Since 2012, there have been significant funding successes, including new Volunteers Manager post (ends

<p>private donors to secure identified funding priorities</p> <ul style="list-style-type: none"> • Monitor funding at every Board meeting and through established financial systems • Explore feasibility of employing an Investor Relationships Executive to find new sponsors (e.g. for Dyslexia Awareness Week) and enhance relationships with current sponsors • Review income streams with a view to increasing self-generating funds and review operational costs such as premises and consider alternatives, where necessary, to secure best value for money 	<p>March 2015 – currently seeking renewal) continued funding of NDO (to 2019); CEO (to 2016); core funding from April 2013 – 16 (Education Scotland) as Strategic Funding Partner; core funding from Scottish Government (April 2013 – March 2016)</p> <ul style="list-style-type: none"> • Reviewed but decided against employing an Investor Relationships Executive. • Funding application submitted October 2014 for Employment Liaison Officer to support the Careers Adviser project. • Several successful fundraising initiatives since 2012, including: auction of 2 paintings and limited edition prints 2013; fundraising runners for 10k, half marathons and marathons 2014; nominated as SFA charity for 2014-16 • Moved to Wallace House in Stirling October 2012 which has made significant annual core savings whilst also providing more flexible space for the staff team and external meetings.
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APPENDIX THREE - DYSLEXIA SCOTLAND: THE NATIONAL PERFORMANCE FRAMEWORK

Scottish Government National Performance Framework, National Outcomes and Indicators

The Scottish Government's National Performance Framework set out in the 2007 Spending Review, and updated in 2011, outlines 16 National Outcomes that the Government wants to achieve and 50 national indicators that enable the Government to track progress.

Dyslexia Scotland believes that this 3 year strategic plan will support and contribute to the following Scottish Government National Outcomes:

- National Outcome 2 - We realise our full economic potential with more and better employment opportunities for our people
- National Outcome 3 - We are better educated, more skilled and more successful, renowned for our research and our innovation
- National Outcome 4 - Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- National Outcome 5 - Our children have the best start in life and are ready to succeed
- National Outcome 7 - We have tackled the significant inequalities in Scottish society
- National Outcome 8 - We have improved the life chances for children, young people and families at risk

Specifically, the strategic plan will contribute towards the following related National Indicators:

- Reduce the number of working age people with severe literacy and numeracy problems
- Improve knowledge transfer from research activity in universities
- Increase the percentage of Scottish domiciled graduates from Scottish Higher Education Institutions in positive destinations
- Increase the proportion of school leavers in positive and sustained destinations (Further Education, Higher Education, employment or training)
- Increase the proportion of schools receiving positive inspection reports
- Increase the proportion of pre-school centres receiving positive inspection reports
- Decrease the proportion of individuals living in poverty

Our contribution to the achievement of these national outcomes will be achieved by working with others towards the successful implementation of Scottish Government key policies outlined below. These include Curriculum for Excellence (which aims to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor), the Early Years Framework, the Additional Support for Learning Act 2004, as amended, and Getting it right for every child.

This plan will also contribute to the implementation of the Skills for Scotland Strategy and the joint Scottish Government and Convention of Scottish Local Authorities (CoSLA) vision for Community Learning and Development. This will include adult literacy and numeracy, as well as outcomes for young and adult offenders and ex-offenders such as improved literacy skills, increased employability prospects and improvements in attitudes or behaviour that lead to offending, as outlined in the National Strategy for the Management of Offenders.

Early identification of dyslexia is crucial and where it is not identified and well supported, the impact of dyslexia can lead to long term negative outcomes. Dyslexia Scotland's strategic aims contribute to the Scottish Government's 5 cross-cutting themes and priorities – and especially towards a Healthier, Safer & Stronger, Smarter, Wealthier & Fairer Scotland.

APPENDIX FOUR – STRATEGIC PLAN SUB-GROUPS

The remit of each Sub-Group will be reviewed each year in January.

1. Events Management Team

The remit of this Sub-Group is to:

- Plan and coordinate an annual programme of events (including roadshows, Education Conference/s, seminars for other sectors, Dyslexia Awareness Week, training events). This may be done in liaison with other Sub Groups, organisations or consultants, depending on the event in question.

2. Information/Publications Team

The remit of this Sub Group is to:

- Refresh existing materials we produce (leaflets, guides, banners, magazine, any publications we support), so they are a leading example in communications and engagement, not just for people with dyslexia
- Advise on the content, audience and layout of any draft new materials (leaflets, books, banners and DVDs) being considered for publication by Dyslexia Scotland
- Pilot materials, where appropriate, with relevant groups through a Review Panel, to ensure that there is quality assurance
- Advise on the content of new materials to be posted on the website (this does not apply to news or routine changes to information on the website)
- Respond to the need for information or publications as requested by Council, Board or external sources as appropriate

3. Policy Group

The remit of this Sub Group is to:

- Review existing and develop new policies and procedures as and when necessary for all aspects of Dyslexia Scotland's work (NB this does not apply to Human Resources policies as these are the responsibility of the Board of Directors)
- Respond to the need for policies and procedures as requested by Council, Board or external sources as appropriate
- Bring developed and updated policies and procedures to Council for advice and the Board for approval
- Ensure that once policies have been agreed they are adopted and reviewed on an annual basis, or more frequently if required (if for example there is a change to legislation such as Disclosures/Protecting Vulnerable Groups affecting the policy in question)

4. Media Advisory Group

The remit of this Sub Group is to:

- Develop a strategy, including a set of 'lines to take' to ensure reactive and proactive media coverage on dyslexia
- Provide key media outlets (TV, Newspaper and radio) with a core script about Dyslexia Scotland and an offer to provide briefings on dyslexia when required
- Recruit and train a pool of people willing to speak to the media (newspapers, radio and TV)
- Prepare a media plan for Dyslexia Awareness Week, in liaison with the Events Management Team

5. Membership and Funding Group:

a) The remit of the Membership element of this Sub Group is to:

- Monitor the satisfaction of members
- Increase membership and the voice of Dyslexia Scotland
- Review the membership package and fees on an ongoing basis
- Review 'categories' or 'types' of membership – individual, concessionary, corporate, educational - on an ongoing basis.
- Identify additional benefits/incentives and their costs (e.g. what it costs to provide those benefits; how that money should be covered; email mailings)

5b. Funding Group

The remit of the Funding element of this Sub Group is to:

- Develop and implement a fundraising strategy in order to target funding bodies and ensure that we have sufficient funds to carry out the strategic objectives
- Support a group of 'ambassadors' whose role is to raise the profile of dyslexia, as well as Dyslexia Scotland and to help it achieve its aims

APPENDIX FIVE - STRATEGIC AIMS AND OBJECTIVES

YEAR 1: APRIL 2015 – MARCH 2016

Aims	Targets	Lead
<p>1. To provide and promote high quality services</p> <ul style="list-style-type: none"> To provide high quality information, advice, training and support services that inspire and enable children, young people and adults with dyslexia to reach their potential and to encourage other service providers to do the same. 	<p>Information and Advice</p> <ul style="list-style-type: none"> Ensure existing leaflets, guides and magazines and advice reflect up-to-date knowledge and practice; develop new information in response to need and disseminate widely to Helpline callers, Branches and the public Provide quarterly themed magazines for our members including one per year for children and young people, and one per year on Adult Dyslexia issues Provide access to our resource centre by various means, including an on-line library catalogue and borrowing service for members Redevelop the website in 2015 so that it has more multi-media content and is more accessible to mobile devices; develop a new logo as part of that redevelopment Keep website, and other social networking sites (such as Facebook and Twitter) up-to-date and ensure they are key vehicles in helping us to deliver high quality information, advice and support to people with dyslexia and to our members; and to increase awareness among potential members, employers, educators and the public in general Develop use of web links in order to increase traffic on the Dyslexia Scotland website. Continue to target audiences through social media and explore what people are looking up about dyslexia Continue to use multi-media to raise the profile of Dyslexia Scotland and have more films on our YouTube channel, including films of 	<p>Information and Publications Group</p> <p>Senior Administrator/Chief Executive</p> <p>Volunteers Manager</p> <p>Chief Executive</p> <p>Chief Executive/ National Development Officer</p> <p>Chief Executive</p> <p>Media Group/Chief Executive</p>

	<p>young people sharing their experiences</p> <ul style="list-style-type: none"> • Strive to make all our communications dyslexia friendly <p>Helpline</p> <ul style="list-style-type: none"> • Provide a national Helpline, including enabling access in a range of different ways, such as 'web chat', telephone, emails. Change the Helpline number to an 03 number to reduce the cost to callers. <p>Training, including Events</p> <ul style="list-style-type: none"> • Run 1 national conference, 4 training events, a 2-day residential and 2 information meetings for Branches • Run roadshows in at least 3 geographical areas • Deliver core training and awareness raising across sectors (eg NHS, local authorities, police, prisons and the private sector) • Have a presence through displays, workshops or speakers at other organisations' conferences and events • Work with other organisations such as CALL Scotland to develop ICT training <p>Expanding the reach of our existing support and services</p> <ul style="list-style-type: none"> • In partnership with Working on Wheels, use their van to run dyslexia awareness roadshows to raise awareness across Scotland. Ensure that locations of roadshows (which should include city and rural neighbourhoods) provide good opportunities for engagement • Raise awareness at a local level, where branches have the capacity, through attending events like coffee mornings and church cafés, and by staffing stalls in shopping centres • Increase the number and geographical spread of assessors and 	<p>Publications Group/Chief Executive</p> <p>Helpline staff/Chief Executive/Volunteers Manager</p> <p>Events Team</p> <p>National Development Officer</p> <p>Chief Executive, Senior Administrator and Trainers Events Team</p> <p>Chief Executive</p> <p>National Development Officer</p> <p>National Development Officer</p> <p>Senior Administrator/</p>
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	<p>tutors where possible in order to meet demand</p> <ul style="list-style-type: none"> • Maximise the connection as nominated charity partner with the Scottish Football Association until June 2016 <p>Improving employability access for people in, and seeking, work</p> <ul style="list-style-type: none"> • Recruit more Champions to promote the employment of people with dyslexia including ex-offenders • Make more links with Job Centre Plus, Job Centres, Trade Unions and public sector organisations to explain about dyslexia and the services provided by Dyslexia Scotland • Careers adviser service: Provide intensive support to dyslexic adult job seekers, initially with the help of volunteer careers advisers. Secure funding to employ an Employment Adviser. <p>Supporting and providing events during Dyslexia Awareness Week, including Ellie's Blue Ribbon Dyslexia Campaigns</p> <ul style="list-style-type: none"> • Continue to work with organisations supporting Dyslexia Awareness Week, including schools, workplaces, libraries and community centres • Continue to support the Blue Ribbon Campaign by distributing at least 40,000 blue ribbons each year and reviewing each year <p>Offering consistent national and local support</p> <ul style="list-style-type: none"> • Deliver an assessment service (for children and adults) from our Stirling base. Continue to explore ways of offering a low-cost assessment service for adults where appropriate • Work with Branches, to ensure support provided at national and local level complement each other • Prepare standard presentations which Branch members can use to 	<p>Tutor Administrator</p> <p>Chief Executive</p> <p>Chief Executive/Volunteers Manager</p> <p>Chief Executive</p> <p>Chief Executive/Volunteers Manager</p> <p>Chief Executive/Volunteers Manager</p> <p>Chief Executive/National Development Officer</p> <p>National Development Officer</p> <p>Senior Administrator</p> <p>National Development Officer</p> <p>National</p>
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	<p>• speak about dyslexia and the work of Dyslexia Scotland.</p> <ul style="list-style-type: none"> • Run 4 Adult Network meetings in Stirling, 10 in Glasgow and 2 Tutor seminars. Explore the development of an Adult Network in 1 other area. <p>Closer partnerships to deliver services</p> <ul style="list-style-type: none"> • Work with range of national and local dyslexia organisations to co-ordinate service delivery • Work with other charities not specifically concerned with dyslexia to reach more people with dyslexia (eg charities concerned with autism or dyspraxia) • Maximise the use of key strategic bodies/partner agencies (including Young Scot, YouthLink, Education Scotland, HMIE, STUC, CoSLA, Local authorities, NHS Education for Scotland, Skills Development Scotland, Scottish Prison Service, universities and other national bodies working with people with dyslexia) to promote and inform their stakeholders about Dyslexia Scotland and its services through their social media, websites and publications • Maximise the connection as the nominated charity partner with the Scottish Football Association until June 2016, for both fundraising and awareness raising purposes • Work in partnership with National Farmers Union for Scotland (NFUS) on the Farmers with Dyslexia campaign and with the STUC on support for employees with dyslexia 	<p>Development Officer</p> <p>Events Team/ Volunteers Manager /Tutor Administrator</p> <p>Chief Executive</p> <p>Chief Executive</p> <p>Chief Executive</p> <p>Chief Executive/ Volunteers Manager</p> <p>Chief Executive/Chair of Council</p>
<p>2. To influence and achieve positive change at a national and local level</p>	<p>Influencing policy and practice</p> <ul style="list-style-type: none"> • Review and act on (if necessary) statistical data provided by the Pupil Census on recorded incidence of dyslexia among pupils in 	<p>Chief Executive/ Board member</p>

<ul style="list-style-type: none"> • To work collaboratively as a united specialist support and campaign body for Scotland to achieve positive change. • To support and contribute to research, consultations and projects. 	<p>Scotland</p> <ul style="list-style-type: none"> • Continue to be a proactive member of the Cross-Party Parliamentary Group on Dyslexia working under the 4 key themes of health, education, employment and behaviours • Continue to work with key stakeholders on the Making Sense Working Group and sub groups to take forward recommendations in the Education Scotland Report • Continue membership of the Equality and Inclusion Group set up by the Scottish Qualifications Authority • Continue working with the Scottish Prison Service and prisons across Scotland • Work with Skills Development Scotland to ensure that those with dyslexia receive appropriate support in seeking and sustaining employment • Work with Education Scotland to set up a Specific Learning Difficulties Forum for Adult Literacy practitioners, to meet twice a year from October 2015 onwards. Review membership on an ongoing basis. • Maximise the use of key strategic bodies/partner agencies (including Young Scot, YouthLink, Education Scotland, HMIE, STUC, CoSLA, Local authorities, NHS Education for Scotland, Skills Development Scotland, Scottish Prison Service, universities and other national bodies working with people with dyslexia) to influence and inform their stakeholders about Dyslexia Scotland and its services through their social media, websites and publications <p>Improving employability access for adults in, and seeking, work</p> <ul style="list-style-type: none"> • Make more links with Trade Unions and public sector organisations 	<p>Chief Executive</p> <p>Chief Executive and Board Members</p> <p>Board Member</p> <p>Chief Executive</p> <p>Chief Executive</p> <p>Chief Executive</p> <p>Chief Executive/ Media Group</p> <p>Chief Executive</p>
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	<p>to raise awareness about dyslexia and the services provided by Dyslexia Scotland</p> <ul style="list-style-type: none"> • Continue to raise awareness of the need for employers to make reasonable adjustments as required by the Equality Act (2010) so that employees with dyslexia are not discriminated against in the workplace • Continue to promote the strengths of those with dyslexia at all levels in the workforce <p>Influencing the media in order to raise awareness of dyslexia</p> <ul style="list-style-type: none"> • Maximise the use of the media: continue to develop the media group, get social media support and other expert support as necessary • Write articles for the press and specialist journals. Contribute on radio and TV as opportunities arise • Build on <i>Dyslexia and Us</i> and develop a series of further case studies, in a range of different formats, such as YouTube film clips, which increase our media coverage • Provide key media outlets (TV, Newspaper and radio) with a core script about Dyslexia Scotland and an offer to provide briefings on dyslexia when required • Continue to develop links with sporting and similar organisations to support raising our profile and spreading awareness <p>Supporting and contributing to research and projects</p> <ul style="list-style-type: none"> • Continue to promote resources such as the Toolkit and to engage with teachers through local authorities and COSLA • Work with Education Scotland and the government to take forward the Dyslexia Friendly Schools (Dyslexia and Inclusive 	<p>Chief Executive</p> <p>Chief Executive</p> <p>Media Group</p> <p>Media Group</p> <p>Media Group</p> <p>Media Group</p> <p>Media Group</p> <p>Chief Executive/ Toolkit Working Group</p> <p>Chief Executive and Board members</p>
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	<p>practice)project, including meaningful consultation with children and young people</p> <ul style="list-style-type: none"> • Continue to work with the teacher-education universities to promote their Framework for Inclusion and to ensure that initial teacher education ensures that newly qualified teachers know how to work effectively with learners with dyslexia, access appropriate support and liaise appropriately with parents • Work with the Scottish Prison Service to continue to promote the DVD for prisoners <i>Dyslexia, Learning, and You</i> 	<p>Chief Executive and Board members</p> <p>Chief Executive</p>
<p>3. To give people with dyslexia a strong individual and collective voice</p>	<ul style="list-style-type: none"> • To develop and expand the role of national ambassadors (including recruiting more celebrities and high profile people with dyslexia) to act as role models, including a Young Ambassadors Group to raise awareness amongst young people • To provide induction and ongoing volunteer support training to volunteers wishing to share their stories of dyslexia • To support and encourage people of all ages to tell their story through appropriate public platforms and the media • To support and encourage people of all ages with dyslexia (using the Ambassadors, Branch, Adult, Tutor and Membership Networks) to participate in consultations and to campaign for a dyslexia-friendly society 	<p>President, Chair of Board and Chief Executive</p> <p>Volunteers Manager</p> <p>Media Group</p> <p>Chief Executive</p>
<p>4. To ensure that Dyslexia Scotland is a sustainable, efficient and effective organisation</p>	<p>Governance</p> <ul style="list-style-type: none"> • Annually, hold at least 4 Board meetings, a Review Day, and 4 Council meetings with updates from the 6 strategic plan sub-groups. Run 2 information meetings per year for Branches and 	<p>Chief Executive, Chair of Board, Chair of Council</p>

<ul style="list-style-type: none"> To ensure that the organisation has the governance, capacity, funding and membership support required to achieve the strategic and operational objectives of the plan. 	<p>ensure the codes of good practice for Branches and Council are implemented and reviewed annually</p> <ul style="list-style-type: none"> Review communication across HQ, Branches, Council and Board Hold an annual residential Branch meeting to share good practice and to provide training Review 'How good is our third sector organisation?' (Education Scotland) and draw up a plan to use the self-evaluation framework outlined Develop a succession plan for the Board (identify skill gaps; support Branch and Council members into Board member role) Develop access to HR and IT support Review sub-groups to ensure they match the needs of the organisation; discontinue or create new ones as appropriate Complete the Risk Assessment (Appendix 6) by August 2015 and review on a six-monthly basis thereafter Ensure that there is effective quality assurance of adult learning delivery by tutors and partners (an action point following on from 2010 HMIE report) by developing, implementing and monitoring quality assurance guidelines and protocols with tutors Review progress in implementing the targets in this plan in September 2015; update plan for 2016-17 <p>People</p> <ul style="list-style-type: none"> Review staff and volunteer capacity on an ongoing basis as well as through the monitoring mechanisms set out above. Where staff or volunteer capacity cannot be secured, revise the aims 	<p>Chief Executive</p> <p>National Development Officer</p> <p>Board</p> <p>Chair of Board</p> <p>Chief Executive</p> <p>Board</p> <p>Chief Executive</p> <p>Tutor Administrator</p> <p>Board and Chief Executive</p> <p>Chief Executive, Volunteers Manager</p>
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	<p>accordingly</p> <ul style="list-style-type: none"> • Support and strengthen the network of Branches across Scotland and enable them to provide consistent information, advice and support to members locally including access to electronic forum, training sessions and support by the National Development Officer • Develop new Branches in areas that are not covered across Scotland, where there is demand and the capacity to do this • Ensure that the staff and volunteer team have the capacity and resources to deliver the strategic plan <p>Membership</p> <ul style="list-style-type: none"> • Administer and promote membership benefits widely and at every available opportunity (through the website, on emails, at events and through word of mouth), as well as proactively building relationships with public sector and corporate bodies to increase those categories of membership • Review membership: explore barriers to membership, membership benefits and costs • Provide opportunities for members to network, e.g. through the annual Members' Networking Day and Annual General Meeting <p>Funding</p> <ul style="list-style-type: none"> • Hold at least 4 Funding Group meetings per year and submit ongoing applications to Trusts, Companies and private donors to secure identified funding priorities • Monitor funding at every Board meeting and through established financial systems • Find new supporters and sponsors (eg for Dyslexia Awareness 	<p>National Development Officer</p> <p>National Development Officer</p> <p>Chief Executive</p> <p>Membership Group and Member Administrator</p> <p>As above</p> <p>As above</p> <p>Funding Group</p> <p>Finance Director</p> <p>Board and Funding</p>
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	<p>Week) and enhance relationships with current sponsors and supporters</p> <ul style="list-style-type: none"> Review income streams with a view to increasing self-generating funds. Review operational costs such as premises and consider alternatives, where necessary, to secure best value for money 	<p>Group</p> <p>Chief Executive and Finance Director</p>
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YEAR 2: APRIL 2016 – MARCH 2017

Aims	Targets
<p>1. To provide and promote high quality services</p> <ul style="list-style-type: none"> To provide high quality information, advice, training and support services that inspire and enable children, young people and adults with dyslexia to reach their potential and to encourage other service providers to do the same. 	<p>Information and Advice</p> <ul style="list-style-type: none"> Ensure existing leaflets, guides and magazines and advice reflect up-to-date knowledge and practice; develop new information in response to need and disseminate widely to Helpline callers, Branches and the public Provide quarterly themed magazines for our members including one per year for children and young people, and one per year on Adult Dyslexia issues Provide access to our resource centre by various means including an on-line library catalogue and borrowing service for members Keep the redeveloped website and other social networking sites (such as Facebook and Twitter) up-to-date. This will ensure they are key vehicles in helping us to deliver high quality information, advice and support to people with dyslexia and to our members. They will also increase awareness among potential members, employers, educators and to the public in general Develop use of web links in order to increase traffic on the Dyslexia Scotland website. Continue to target audiences through social media and explore what people are looking up about dyslexia Continue to use multimedia to raise the profile of Dyslexia Scotland and have more films on our YouTube channel including films of young people sharing their experiences

- Strive to make all our communications dyslexia-friendly

Helpline

- Provide a national Helpline, including enabling access in a range of different ways, such as 'web chat', telephone, emails.

Training, including Events

- Run 1 national conference, 4 training events, one 2-day residential and 2 information meetings for Branches
- Run roadshows in at least 3 geographical areas
- Deliver core training and awareness raising across sectors (eg NHS, local authorities, police, prisons and the private sector)
- Have a presence through displays, workshops or speakers at other organisations' conferences and events
- Work with other organisations such as CALL Scotland to develop ICT training

Expanding the reach of our existing support and services

- In partnership with Working on Wheels, use their van to run dyslexia awareness roadshows to raise awareness across Scotland. Ensure that locations of roadshows (which should include city and rural neighbourhoods) provide good opportunities for engagement
- Raise awareness at a local level, where branches have the capacity, through attending events like coffee mornings and church cafés, and by staffing stalls in shopping centres
- Increase the number and geographical spread of tutors and assessors where possible, in order to meet demand
- Maximise the connection as nominated charity partner with the Scottish Football Association until June 2016

Improving employability access for people in, and seeking, work

- Recruit more Champions to promote the employment of people with dyslexia, including ex-offenders
- Make more links with Job Centre Plus, Job Centres, Trade Unions and public sector organisations, to explain about dyslexia and the services provided by Dyslexia Scotland
- **Careers adviser service:** Provide intensive support to dyslexic adult job seekers, initially with the help of volunteer careers advisers. Once funding has been secured, employ an Employment Adviser

Supporting and providing events during Dyslexia Awareness Week, including Ellie's Blue Ribbon Dyslexia Campaigns

- Continue to work with organisations supporting Dyslexia Awareness Week, including schools, workplaces, libraries and community centres
- Continue to support the Blue Ribbon Campaign by distributing at least 40,000 blue ribbons each year and reviewing each year

Offering consistent national and local support

- Deliver an assessment service (for children and adults) from our Stirling base and an Assessors' list. Continue to explore ways of offering a low-cost assessment service for adults where appropriate
- Work with Branches to ensure support provided at national and local level complement each other
- Prepare standard presentations which Branch members can use to speak about dyslexia and the work of Dyslexia Scotland.
- Run 4 Adult Network meetings in Stirling and in one other area, 10 in Glasgow and 2 Tutor seminars. Maintain and promote a Tutor Service database

Closer partnerships to deliver services

- Work with range of national and local dyslexia organisations to co-ordinate service

	<p>delivery</p> <ul style="list-style-type: none"> • Work with other charities not specifically concerned with dyslexia to reach more people with dyslexia (eg charities concerned with autism or dyspraxia) • Maximise the use of key strategic bodies/partner agencies (including Young Scot, YouthLink, Education Scotland, HMIE, STUC, CoSLA, Local authorities, NHS Education for Scotland, Skills Development Scotland, Scottish Prison Service, universities and other national bodies working with people with dyslexia) to promote and inform their stakeholders about Dyslexia Scotland and its services through their social media, websites and publications • Work in partnership with National Farmers Union for Scotland (NFUS) on the Farmers with Dyslexia campaign and with STUC on support for employees with dyslexia • Maximise the connection as the nominated charity partner with the Scottish Football Association until June 2016, for both fundraising and awareness raising purposes
<p>2. To influence and achieve positive change at a national and local level</p> <ul style="list-style-type: none"> • To work collaboratively as a united specialist support and campaign body for Scotland to achieve positive change. • To support and contribute to research, consultations and projects. 	<p>Influencing policy and practice</p> <ul style="list-style-type: none"> • Review and act on (if necessary) statistical data provided by the Pupil Census on recorded incidence of dyslexia among pupils in Scotland • Continue to be a proactive member of the Cross-Party Parliamentary Group on Dyslexia working under the 4 key themes of health, education, employment and behaviours • Continue to work with key stakeholders on the Making Sense Working Group and sub groups to take forward recommendations in the Education Scotland Report • Continue membership of the Equality and Inclusion Committee set up by the Scottish Qualifications Authority • Continue working with the Scottish Prison Service and prisons across Scotland • Work with Skills Development Scotland to ensure that those with dyslexia receive

appropriate support in seeking and sustaining employment

- Work with Education Scotland to run 2 meetings of the SpLD Forum for Adult Literacy practitioners per year. Review membership on an ongoing basis

Improving employability access for adults in, and seeking, work

- Make more links with Job Centre Plus, Job Centres, Trade Unions and public sector organisations to raise awareness about dyslexia and the services provided by Dyslexia Scotland
- Continue to raise awareness of the need for employers to make reasonable adjustments as required by the Equality Act (2010) so that employees with dyslexia are not discriminated against in the workplace
- Continue to promote the strengths of those with dyslexia at all levels in the workforce

Influencing the media in order to raise awareness of dyslexia

- Maximise the use of the media: continue to develop the media group, get social media support and other expert support as necessary
- Write articles for the press and specialist journals. Contribute on radio and TV as opportunities arise
- Build on *Dyslexia and Us* and develop a series of further case studies, in a range of different formats, such as YouTube film clips, which increase our media coverage
- Provide key media outlets (TV, Newspaper and radio) with a core script about Dyslexia Scotland and an offer to provide briefings on dyslexia when required
- Continue to develop links with sporting and similar organisations to support raising our profile and spreading awareness

Supporting and contributing to research and projects

- Continue to promote resources such as the Toolkit and to engage with teachers through local authorities and COSLA

	<ul style="list-style-type: none"> • Continue to work with Education Scotland and the government to take forward the Dyslexia Friendly Schools (Dyslexia and Inclusive Practice) Project, including meaningful consultation with children and young people • Continue to work with the teacher-education universities to promote their Framework for inclusion and to ensure that initial teacher education ensures that newly qualified teachers know how to work effectively with learners with dyslexia, access appropriate support and liaise appropriately with parents • Work with the Scottish Prison Service to continue to promote the DVD for prisoners <i>Dyslexia, Learning, and You</i>
<p>3. To give people with dyslexia a strong individual and collective voice</p>	<ul style="list-style-type: none"> • Develop and expand the role of national ambassadors (including recruiting more celebrities and high profile people with dyslexia) to act as role models, including a Young Ambassadors Group to raise awareness amongst young people • Provide induction and ongoing volunteer support training to volunteers wishing to share their stories of dyslexia • Support and encourage people to tell their story through appropriate public platforms and the media • Support and encourage people of all ages with dyslexia (through the Branch, Adult, Tutor and Membership Networks) to participate in consultations and to campaign for a dyslexia-friendly society
<p>4. To ensure that Dyslexia Scotland is a sustainable, efficient and effective organisation</p> <ul style="list-style-type: none"> • To ensure that the organisation has the governance, capacity, 	<p>Governance</p> <ul style="list-style-type: none"> • Hold at least 4 Board meetings including a Review Day and 4 Council meetings annually including updates from the 6 strategic plan sub-groups; run 2 information meetings per year for Branches; ensure the codes of good practice for Branches and Council are implemented and reviewed annually • Review communication across HQ, Branches, Council and Board

funding and membership support required to achieve the strategic and operational objectives of the plan.

- Hold an annual residential Branch meeting to share good practice and to provide training
- Use 'How good is our third sector organisation?' (Education Scotland) to evaluate aspects of the work of Dyslexia Scotland
- Put into place a succession plan for the Chair of Board and Directors due to step down (identify skill gaps; support Branch and Council members into Board member role)
- Develop a succession plan for the Board (identify skill gaps; support Branch and Council members into Board member role)
- Develop access to HR and IT support
- Review sub-groups to ensure they match the needs of the organisation; discontinue or create new ones as appropriate
- Review the Risk Assessment (Appendix 6) on a six-monthly basis
- Ensure that there is effective quality assurance of adult learning delivery by tutors and partners (an action point following on from 2010 HMIE report) by developing, implementing and monitoring quality assurance guidelines and protocols with tutors
- Review progress in implementing the targets in this plan in September 2016 and update plan for 2017-18

People

- Review staff and volunteer capacity on an ongoing basis as well as through the monitoring mechanisms set out above; and, where staff or volunteer capacity cannot be secured, revise the aims accordingly
- Support and strengthen the network of Branches across Scotland and enable them to provide consistent information, advice and support to members locally including access to electronic forum, training sessions and support by the National Development Officer
- Develop new Branches in areas that are not covered across Scotland, where there is

	<p>demand and capacity to do this</p> <ul style="list-style-type: none"> • Ensure that the staff and volunteer team have the capacity and resources to deliver the strategic plan <p>Membership</p> <ul style="list-style-type: none"> • Administer and promote membership benefits widely and at every available opportunity (through the website, on emails, at events and through word of mouth), as well as proactively building relationships with public sector and corporate bodies to increase those categories of membership • Review membership: explore barriers to membership, membership benefits and costs • Provide opportunities for members to network, e.g. through the annual Members' Networking Day and Annual General Meeting <p>Funding</p> <ul style="list-style-type: none"> • Hold at least 4 Funding Group meetings per year and submit ongoing applications to Trusts, Companies and private donors to secure identified funding priorities • Monitor funding at every Board meeting and through established financial systems • Find new sponsors and supporters (e.g. for Dyslexia Awareness Week) and enhance relationships with current sponsors and supporters • Review income streams with a view to increasing self-generating funds and review operational costs such as premises and consider alternatives, where necessary, to secure best value for money
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YEAR 3: APRIL 2017 – MARCH 2018

Aims	Targets
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1. To provide and promote high quality services

- To provide high quality information, advice, training and support services that inspire and enable children, young people and adults with dyslexia to reach their potential and to encourage other service providers to do the same.

Information and Advice

- Ensure existing leaflets, guides and magazines and advice reflect up-to-date knowledge and practice; develop new information in response to need and disseminate widely to Helpline callers, Branches and the public
- Provide quarterly themed magazines for our members including one per year for children and young people, and one per year on Adult Dyslexia issues
- Provide access to our resource centre by various means including an on-line library catalogue and borrowing service for members
- Keep the redeveloped website and other social networking sites (such as Facebook and Twitter) up-to-date. This will ensure they are key vehicles in helping us to deliver high quality information, advice and support to people with dyslexia and to our members. They will also increase awareness among potential members, employers, educators and to the public in general
- Develop use of web links in order to increase traffic on the Dyslexia Scotland website. Continue to target audiences through social media and explore what people are looking up about dyslexia
- Continue to use multi media to raise the profile of Dyslexia Scotland and have more films on our YouTube channel, including films of young people sharing their experiences
- Strive to make all our communications dyslexia friendly

Helpline

- Provide a national Helpline, including enabling access in a range of different ways, such as 'web chat', telephone, emails

Training, including Events

- Run 1 national conference, 4 training events, one 2-day residential and 2 information meetings for Branches
- Run roadshows in at least 3 geographical areas

- Deliver core training and awareness raising across sectors (eg NHS, local authorities, police, prisons and the private sector)
- Have a presence through displays, workshops or speakers at other organisations' conferences and events
- Work with other organisations such as CALL Scotland to develop ICT training

Expanding the reach of our existing support and services

- In partnership with Working on Wheels, use their van to run dyslexia awareness roadshows to raise awareness across Scotland. Ensure that locations of roadshows (which should include city and rural neighbourhoods) provide good opportunities for engagement
- Raise awareness at a local level, where branches have the capacity, through attending events like coffee mornings and church cafés, and by staffing stalls in shopping centres
- Increase the number and geographical spread of tutors and assessors where possible, in order to meet demand

Improving employability access for adults in, and seeking, work

- Recruit more Champions to promote the employment of people with dyslexia including ex-offenders
- Make more links with Trade Unions and public sector organisations to explain about dyslexia and the services provided by Dyslexia Scotland
- **Careers adviser service:** Provide intensive support to dyslexic adult job seekers, with the help of volunteer careers advisers. If funding has been secured, this will be led by an Employment Adviser

Supporting and providing events during Dyslexia Awareness Week, including Ellie's Blue Ribbon Dyslexia Campaigns

- Continue to work with organisations supporting Dyslexia Awareness Week including schools, workplaces, libraries and community centres

- Continue to support the Blue Ribbon Campaign by distributing at least 40,000 blue ribbons each year and reviewing each year's campaign

Offering consistent national and local support

- Deliver an assessment service (for children and adults) from our Stirling base and an Assessors' List. Continue to explore ways of offering a low-cost assessment service for adults where appropriate
- Work with Branches, to ensure support provided at national and local level complement each other
- Prepare standard presentations which Branch members can use to speak about dyslexia and the work of Dyslexia Scotland.
- Run 4 Adult Network meetings in Stirling and in one other area, 10 in Glasgow, 2 Tutor seminars and maintain and promote a Tutor Service database

Closer partnerships to deliver services

- Work with range of national and local dyslexia organisations to co-ordinate service delivery
- Work with other charities not specifically concerned with dyslexia to reach more people with dyslexia (eg charities concerned with autism or dyspraxia)
- Maximise the use of key strategic bodies/partner agencies (including Young Scot, YouthLink, Education Scotland, HMIE, STUC, CoSLA, Local authorities, NHS Education for Scotland, Skills Development Scotland, Scottish Prison Service, universities and other national bodies working with people with dyslexia) to promote and inform their stakeholders about Dyslexia Scotland and its services through their social media, websites and publications
- Work in partnership with **National Farmers Union for Scotland (NFUS)** on the **Farmers with Dyslexia campaign**, and with **STUC** on support for employees with dyslexia

<p>2. To influence and achieve positive change at a national and local level</p> <ul style="list-style-type: none"> • To work collaboratively as a united specialist support and campaign body for Scotland to achieve positive change. • To support and contribute to research, consultations and projects. 	<p>Influencing policy and practice</p> <ul style="list-style-type: none"> • Review and act on (if necessary) statistical data provided by the Pupil Census on recorded incidence of dyslexia among pupils in Scotland • Continue to be a proactive member of the Cross-Party Parliamentary Group on Dyslexia working under the 4 key themes of health, education, employment and behaviours • Continue to work with key stakeholders on the Making Sense Working Group and sub groups to take forward recommendations in the Education Scotland Report • Continue membership of the Equality and Inclusion Committee set up by the Scottish Qualifications Authority • Continue working with the Scottish Prison Service and prisons across Scotland • Work with Skills Development Scotland to ensure that those with dyslexia receive appropriate support in seeking and sustaining employment • To work with Education Scotland to run a SpLD Forum for Adult Literacy practitioners, to meet twice a year. Review membership on an ongoing basis. • Maximise the use of key strategic bodies/partner agencies (including Young Scot, YouthLink, Education Scotland, HMIE, STUC, CoSLA, Local authorities, NHS Education for Scotland, Skills Development Scotland, Scottish Prison Service, universities and other national bodies working with people with dyslexia) to influence and inform their stakeholders about Dyslexia Scotland and its services through their social media, websites and publications <p>Improving employability access for adults in, and seeking, work</p> <ul style="list-style-type: none"> • Make more links with Job Centre Plus, Job Centres, Trade Unions and public sector organisations to raise awareness about dyslexia and the services provided by Dyslexia Scotland • Continue to raise awareness of the need for employers to make reasonable adjustments as required by the Equality Act (2010) so that employees with dyslexia are not
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discriminated against in the workplace

- Continue to promote the strengths of those with dyslexia at all levels in the workforce

Influencing the media in order to raise awareness of dyslexia

- Maximise the use of the media: continue to develop the media group, get social media support and other expert support as necessary
- Write articles for the press and specialist journals. Contribute on radio and TV as opportunities arise
- Build on *Dyslexia and Us* and develop a series of further case studies, in a range of different formats, such as YouTube film clips, which increase our media coverage
- Provide key media outlets (TV, Newspaper and radio) with a core script about Dyslexia Scotland and an offer to provide briefings on dyslexia when required
- Continue to develop links with sporting and similar organisations to support raising our profile and spreading awareness

Supporting and contributing to research and projects

- Continue to promote resources such as the Toolkit and to engage with teachers through local authorities and COSLA
- Work with Education Scotland and the government to take forward the Dyslexia Friendly Schools (Dyslexia and Inclusive Practice) Project, including meaningful consultation with children and young people
- Continue to work with the teacher-education universities to promote their Framework for inclusion and to ensure that initial teacher education ensures that newly qualified teachers know how to work effectively with learners with dyslexia, access appropriate support and liaise appropriately with parents
- Work with the Scottish Prison Service to promote the DVD for prisoners *Dyslexia, Learning, and You*

<p>3. To give people with dyslexia a strong individual and collective voice</p>	<ul style="list-style-type: none"> • Develop and expand the role of national ambassadors (including recruiting more celebrities and high profile people with dyslexia) to act as role models including the role of our Young Ambassadors Group to raise awareness amongst young people • Provide induction and ongoing volunteer support training to volunteers wishing to share their stories of dyslexia • Support and encourage people to tell their story through appropriate public platforms and the media • Support and encourage people of all ages with dyslexia (including through the Branch, Adult, Tutor and Membership Networks) to participate in consultations and to campaign for a dyslexia-friendly society
<p>4. To ensure that Dyslexia Scotland is a sustainable, efficient and effective organisation</p> <ul style="list-style-type: none"> • To ensure that the organisation has the governance, capacity, funding and membership support required to achieve the strategic and operational objectives of the plan. 	<p>Governance</p> <ul style="list-style-type: none"> • Hold at least 4 Board meetings, including a Review Day and 4 Council meetings annually, including updates from the 6 strategic plan sub-groups; run 2 information meetings per year for Branches; ensure the codes of good practice for Branches and Council are implemented and reviewed annually • Review communication across HQ, Branches, Council and Board • Hold an annual residential Branch meeting to share good practice and to provide training • Use 'How good is our third sector organisation?' (Education Scotland) to evaluate aspects of the work of Dyslexia Scotland • Implement a succession plan for the Board (identify skill gaps; support Branch and Council members into Board member role) • Maintain good quality HR and IT support • Review sub-groups to ensure they match the needs of the organisation; discontinue or create new ones as appropriate

- Review the Risk Assessment (Appendix 6) on a six-monthly basis
- Ensure that there is effective quality assurance of adult learning delivery by tutors and partners (an action point following on from 2010 HMIE report) by developing, implementing and monitoring quality assurance guidelines and protocols with tutors
- Review progress in implementing the targets in this plan in September 2017 and begin the consultation process for the next 3-year Strategic Plan

People

- Review staff and volunteer capacity on an ongoing basis as well as through the monitoring mechanisms set out above; and, where staff or volunteer capacity cannot be secured, revise the aims accordingly
- Support and strengthen the network of Branches across Scotland and enable them to provide consistent information, advice and support to members locally, including access to electronic forum, training sessions and support by the National Development Officer
- Develop new Branches in areas that are not covered across Scotland, where there is demand and capacity to do this
- Ensure that the staff and volunteer team have the capacity and resources to deliver the strategic plan

Membership

- Administer and promote membership benefits widely and at every available opportunity (through the website, on emails, at events and through word of mouth), as well as proactively building relationships with public sector and corporate bodies to increase those categories of membership
- Review membership: explore barriers to membership, membership benefits and costs
- Provide opportunities for members to network, e.g. through the annual Members' Networking Day and Annual General Meeting

	<p>Funding</p> <ul style="list-style-type: none">• Hold at least 4 Funding Group meetings per year and submit ongoing applications to Trusts, Companies and private donors to secure identified funding priorities• Monitor funding at every Board meeting and through established financial systems• Find new sponsors and supporters (e.g. for Dyslexia Awareness Week) and enhance relationships with current sponsors and supporters• Review income streams with a view to increasing self-generating funds and review operational costs such as premises and consider alternatives, where necessary, to secure best value for money
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APPENDIX SIX – MONITORING AND EVALUATION ARRANGEMENTS

Monitoring and evaluation arrangements for this Strategic Plan

- How will we know that the outcomes or targets are being met?
- How will we know an aim has been achieved – what methods to gather quantitative and qualitative information?

A 'logic model' will be completed for each Aim to answer the above questions.

Reporting arrangements for this Strategic Plan

On the completion of each financial year of this Strategic Plan (or as required), Dyslexia Scotland will review its achievements to the Board and submit written reports to funding bodies as required. This will be based on the proposed activities outlined in this Strategic Plan and on Dyslexia Scotland's progress on meeting agreed targets.

The Board of Directors will monitor the delivery of this plan through its meetings, which will take place 6 times a year. The Strategic Plan Sub Groups will report as required to the Board, in liaison with the Council.

Review of this Strategic Plan

This Strategic Plan will be reviewed and refreshed yearly in January. This will help to review funding status, monitor our progress and identify new actions that will help us

to deliver progress. The Strategic Plan will be complemented by yearly operational work plans.

It is essential to ensure that appropriate resources are secured to implement this Strategic Plan.

APPENDIX SEVEN – ANALYSIS OF RISKS AND OPPORTUNITIES

Risk Management Table for Strategic Plan 2015 – 2018

The Board of Directors will complete a Risk Register summary by August 2015 and review it annually or as required.

Strategic Aim 1

Risk/ uncertainty	Likelihood High/Medium/Low	Impact High/Medium/Low	Actions/Responsibility

Strategic Aim 2

Risk/ uncertainty	Likelihood High/Medium/Low	Impact High/Medium/Low	Actions/Responsibility

Strategic Aim 3

Risk/ uncertainty	Likelihood High/Medium/Low	Impact High/Medium/Low	Actions/Responsibility

Strategic Aim 4

Risk/ uncertainty	Likelihood High/Medium/Low	Impact High/Medium/Low	Actions/Responsibility