

**Making Sense Working Group
Minutes of meeting held on Friday 31 October 2014
Conference Room 11, Victoria Quay, Edinburgh**

Members

- Cathy Magee, Chief Executive, Dyslexia Scotland
- Mike Gibson, Director, Dyslexia Scotland
- Davy Jones, Secretary of the Cross Party Group on Dyslexia; and Director, Dyslexia Scotland
- Fran Ranaldi, Chair of Dyslexia Toolkit Working Group
- John Butcher, Association of Directors of Education
- Teresa Moran, Scottish Teacher Education Committee
- Tom Hamilton, General Teaching Council for Scotland
- Mary Berrill, Education Scotland
- David Watt, Education Scotland
- Gill Scott, SG Support and Wellbeing Unit (Chair)
- Deborah Walker, SG Support and Wellbeing Unit
- [redacted s38(1)(b)], SG Support and Wellbeing Unit

Apologies

- Colin Spivey, SG Support and Wellbeing Unit
- Lani Florian, Scottish Teacher Education Committee
- John Urquhart, Convention of Scottish Local Authorities
- Mary Hoey, Education Scotland
- [redacted s38(1)(b)], SOLACE Scotland

1. Welcome and Introduction

- Gill Scott (GS) welcomed members to the first meeting of the Making Sense Working Group. GS advised that the initial meeting was a start to gather thoughts on how the recommendations can be taken forward. Members were then asked to introduce themselves. GS asked the group if MB could share the chair when required-the group agreed.

2. Taking the recommendations forward

Recommendation 1

- John Butcher (JB) raised an issue about the difficulty of finding information about dyslexia on local authorities websites. JB stated that this information is often hidden amongst literacy strategy pages.
- Mary Berrill (MB) advised that Education Scotland are aware of this issue. In addition, Education Scotland are improving their Parentzone website. David Watt (DW) encouraged attendees to check websites and give feedback.
- Cathy Magee (CM) mentioned that dyslexia can be hereditary. Therefore, many parents may also have dyslexia and have difficulty accessing information online.

- JB added that perhaps work needs to be done with search engine providers to make information easier to locate.
- DJ raised the point that some parents may not recognise when accessing information that Additional support needs includes dyslexia. In addition, he stated that consulting with young people needs to be taken into account.
- Fran Ranaldi (FR) stated that work needs to be done to identify why schools are not using the Toolkit and work needs to be done to ensure teachers know how it can benefit them. DW advised that Education Scotland will raise awareness of the Dyslexia Toolkit on their 'Today's News'.
- DJ mentioned that with a number of local authorities, dyslexia is only mentioned within literacy pages. Consideration should be given to the impact on the child's emotional wellbeing. DW stated that this should be a part of every schools duties as they have responsibility for health and wellbeing.

Recommendation 2

- DJ raised a concern about the lack of consistency in relation to dyslexia by local authorities. DW informed the group that the Implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament 2013 shows that more and more children and young people are being identified; and while more still needs to be done, the gap is narrowing.
- JB asked how do we support local authorities to keep dyslexia on the agenda as finances become increasingly tight.
- MB mentioned that Education Scotland will ask a range of appropriate stakeholders to come together with regard to developing a professional learning package and national guidance for teachers. This is likely to take place on 29th January, at 14:00, in Optima Building, Glasgow.
- Tom Hamilton (TH) stated that the revised professional recognition should see every teacher playing their part in moving things forward. The standards ensure every teacher looks at their performance.
- MG mentioned that Scottish teachers have to enrol at a University in England to get a qualification relating to dyslexia as nothing is currently available in Scotland.

Recommendation 3

- Teresa Moran (TM) stated that STEC welcome this recommendation. The Framework for Inclusion is ready for launch now. TH advised that GTCS will help STEC to launch the revised Framework.
- TM also mentioned that STEC will be engaging with the Dyslexia Toolkit Working Group.

Recommendation 4

- DJ stated that children and young people should have had a bigger say in the dyslexia report. Mike Gibson (MG) mentioned that the learning trail in the report does not mention discussions with the children and young people themselves. MB advised that children and young people views were sought for the report.. However, this could have been shared more explicitly in the report.
- GS advised the Group that Ministers are in discussions about Dyslexia Friendly Schools. GS advised that she hopes to have more to say soon.
- The group agreed with GS's proposed that there is a separate sub-group to take forward work about Dyslexia Friendly Schools. JB stated that he would prefer to have inclusive schools, with dyslexia as a core component.
- Education Scotland will be holding a Diversity conference in February. There will be an opportunity for the group to feed into that. DW also mentioned that, in the new year, Education Scotland will have money for a Dyslexia conference.

Recommendation 5

GS advised the group that work on this recommendation is well underway as stated in the Scottish Government's response to the Dyslexia report.

3. Date of next meeting

- It was agreed that the next meeting would take place on 18th December 2014, from 10:00-13:00, at Victoria Quay. Lunch will be provided.

4. A.O.B.

- GS asked if there was a need to add to the membership of the group. MB will be approaching someone from Education Scotland's literacy team about joining the group. There will be further discussions about the membership of the group at the next meeting.
- GS requested that members provide an update on progress. A template will be provided. Group members indicated that they were content.
- The Group were content for Scottish Government and Education Scotland to chair the meetings.

ACTIONS

Who	What
David Watt	Raise awareness of the Addressing Dyslexia Toolkit on Education Scotland's 'Today's News'.
Mary Berrill	Coordinate a meeting with Stakeholders in relation to developing a professional learning package and national guidance for teachers.
Mary Berill	Mary Berill to approach a member of Education Scotland's literacy team about joining the group.
Tom Hamilton	GTCS to assist STEC with launching the revised Framework for Inclusion
Gill Scott	To make arrangements for the next working group meeting and set up a 'Dyslexia Friendly Schools' sub-group.
Gill Scott	To provide a suggested reporting template for members to complete prior to working group meetings.

Dyslexia 'Making Sense' Working Group Meeting Minutes of meeting held on 18 December 2014 at Victoria Quay, Edinburgh

Present

- Mary Berrill, Education Scotland
- Lani Florian, Scottish Teacher Education Committee
- Mike Gibson, Director, Dyslexia Scotland
- Davy Jones, Secretary of the Cross Party Group on Dyslexia; and Director, Dyslexia Scotland
- Cathy Magee, Chief Executive, Dyslexia Scotland
- Steven Manson, Scottish Government, Support & Wellbeing Unit
- Alison Mitchell, Service Manager for East Lothian Council representing Association of Directors of Education (ADES)
- Teresa Moran, Scottish Teacher Education Committee
- Fran Ranaldi, Chair of Dyslexia Toolkit Working Group
- Gill Scott, Scottish Government, Support & Wellbeing Unit (Chair)
- John Urquhart, COSLA
- Deborah Walker, Scottish Government, Support & Wellbeing Unit (Secretariat)
- [redacted s38(1)(b)], Education Scotland

Apologies

- Tom Hamilton, General Teaching Council for Scotland
- [redacted s38(1)(b)], SOLACE Scotland

1. Welcome and Introduction

1.1 Gill Scott (**GS**) welcomed members to the second meeting of the Making Sense Working Group.

1.2 GS welcomed Alison Mitchell (who is replacing John Butcher as the ADES representative), [redacted s38(1)(b)] (from Education Scotland's Literacy Team), Lani Florian and Steven Manson to their first meeting.

1.3 GS confirmed that John Urquhart from COSLA would be joining the meeting later.

1.4 GS confirmed that the main purpose of this meeting is to agree the approach to delivery of the recommendations in the Dyslexia Review, as well as, the specific tasks for the initial phase of the project and beyond.

2. Minutes of Previous Meeting

2.1 Members cleared the previous minutes of 31 October 2014 as an accurate summary.

3. Overview of Literacy Work

3.1 [redacted s38(1)(b)] explained that [redacted s38(1)(b)] is a Development Officer with the Community Learning and Development Improvement & Performance Team.

3.2 [redacted s38(1)(b)] explained that the CLD Team have policy responsibility for:

- Adult Learning
- Community Learning and Development
- Adult Literacies
- ESOL
- Youth Work

3.3 The Team's role is to lead and strengthen the development of CLD policy nationally and to support the CLD sector to improve by building capacity and linking policy to practice. The Team also provide a monitoring role to strategic partnerships of which Dyslexia Scotland is one.

3.4 Current work includes supporting the implementation of the CLD regulations which in practice means that each local authority is required to publish a 3 year plan of CLD activity. In publishing the plan, the local authority needs to consult with identified target groups and individuals as well as the CLD providers in the local authority area. This may include those with dyslexia. In each local authority, it is expected that these plans will be coordinated through Community Planning Partnerships.

3.5 [redacted s38(1)(b)] explained that previously there had been a full time dedicated Development Officer post for Specific Learning Difficulties but that the post had not been replaced. [redacted s38(1)(b)] explained that due to this there was limited capacity now within the team to respond to support needs of practitioners.

3.6 [redacted s38(1)(b)] explained that the Development Officer was able to deliver training that included – awareness raising of dyslexia, awareness raising of visual processing difficulties and introduction of specific learning difficulties in adults – This training had been delivered to practitioners in CLD settings, colleges and prison settings.

3.7 Cathy Magee (**CM**) confirmed that some colleges were still providing this. Davy Jones (**DJ**) commented that he was aware of some concerns around the knowledge and capacity of the trainers.

3.8 [redacted s38(1)(b)] explained that due to capacity the team are unable to deliver this at the moment. However, [redacted s38(1)(b)] colleague [redacted s38(1)(b)] would (if funding was available and enough notice provided) be willing to deliver.

3.9 [redacted s38(1)(b)] highlighted another couple of pieces of work that would be of interest:

- In partnership with SQA a Professional Development Award: Supporting Individuals with Dyslexia in Learning and Workplace Settings had been developed; and
- A research study on undetected visual difficulties by Dr Nadia Northway at Glasgow Caledonian University.

Action: [redacted s38(1)(b)] to email GS with electronic copies of all handouts presented at the meeting.

3.10 Members thanked [redacted s38(1)(b)] for her overview of the work [redacted s38(1)(b)] is involved in.

4. Review of Membership

4.1 GS explained that CM had put forward a suggestion that an ASPEP (The Association of Scottish Principal Educational Psychologists) representative would be a useful addition to the group. The members of the group accepted this recommendation.

Action: GS to approach ASPEP for a nomination to represent them on the Making Sense Working Group.

4.2 The members then discussed whether a representative from The Educational Institute of Scotland (EIS) would be useful. Members felt there did not need to have a full time representative from EIS on the group but that it was very important to keep them in the loop of the work going forward. It may also be appropriate, as the work progresses, to have an EIS rep attend for specific elements of that work.

4.3 Fran Ranaldi (**FR**) pointed out that EIS would not represent Head Teachers. It was agreed that School Leaders for Scotland should be contacted.

Action: GS to contact EIS and School Leaders for Scotland to make links and raise awareness of the Making Sense Working Group.

4.4 CM had another nomination to suggest in [redacted s38(1)(b)]. [redacted s38(1)(b)] has recently retired from work [redacted s38(1)(b)] did in South Ayrshire on Dyslexia Friendly Schools and had completed a good practice guide. Members agreed that [redacted s38(1)(b)] would be a good addition to the Making Sense working group and that [redacted s38(1)(b)] should be invited to join.

Action: CM to contact [redacted s38(1)(b)] to invite [redacted s38(1)(b)] to join.

5. Project Planning and Monitoring – Paper 3

5.1 GS drew members attention to Paper 3 which was there to support the planning, monitoring and delivery of the recommendations from the dyslexia review.

5.2 Members confirmed that the content of Page 1 was accepted.

5.3 Members confirmed that the content of Page 2 was accepted.

5.4 GS drew attention to 4.5 of Page 3 and Annex B and explained that her proposal was for the use of a Highlight Report. GS explained that only those members responsible for leading on a specific task will be expected to complete the highlight

Paper 2

report, which is to be circulated to working groups members in advance of the working group meetings. Members accepted to use the Highlight Report.

5.5 GS referred next to 4.6 and 4.7 on Page 3 the Risk Management Strategy – GS explained her proposal for a risk register to be developed. GS confirmed that she would take responsibility and maintaining of the risk register. Members accepted the use of the Risk Register.

5.6 GS referred to 4.8 on Page 3 the Project Plan – members accepted the use of the Project Plan.

5.7 Moving to 4.9 of Page 3 the Communication Strategy – GS explained that this would be developed by her team. The main features would be:

- Website page on the Scottish Government website
- The use of Social Media and conferences
- Keeping Ministers briefed

Members confirmed happy for GS's team to develop the Communication Strategy.

5.8 GS next referred members to Annex C the Remit of the working group. DJ referring to Bullet Point 2 in Annex C which stated "Making relevant and timely decisions where necessary to progress delivery and implementation" - commented that the working group would have to rely on local authorities and others to implement and therefore, suggested a different wording. Mike Gibson (**MG**) suggested changing this to read "Making relevant and timely decisions that progress, support and advance the recommendations of the Dyslexia Review".

Action: GS to amend to wording suggested by MG.

5.9 Members agreed and accepted the Next Steps on Page 3.

6. Annex A of Paper 3

6.1 GS referred members to Annex A of Paper 3 and explained that she wanted to talk through each of the recommendations and discuss:

- How we are going to deliver; and
- Who should be involved; and
- How long will it take to achieve the desired outcome.

6.2 Referring to 1.2 of Recommendation 1 - GS confirmed that she would be looking to ADES. Alison Mitchell (**AM**) accepted this would be for ADES to drive forward. AM explained that she can cascade to the 32 local authority representatives for them to disseminate to the schools in their authority area. AM acknowledged that there was a job to do in identifying the correct/right person for the larger local authority areas where there was more than one representative.

6.3 AM explained that she could also take responsibility for 1.3.

Action: AM to cascade Education Scotland's Executive Summary report to ADES by 23 January 2015.

6.4 Mary Berrill (**MB**) confirmed that she would take responsibility for 1.4 of Recommendation 1. MB confirmed that she is organising a scoping meeting in January with GTCS and Dyslexia Toolkit Working Group.

6.5 In relation to 1.5 of Recommendation 1 members discussed the difficulties of finding information about dyslexia on local authority websites. It was also agreed that the Dyslexia Toolkit website needed to be streamlined and refreshed. MB explained that Education Scotland is currently involved in work in Dundee to improve websites and signposting. A report on this work is due Summer 2015 and this should be useful in the work to streamline and refresh the Dyslexia Toolkit website. FR commented that local authorities have a legal responsibility to have an ASN page on website and FR believes that with some small changes these ASN pages could see big improvements. MB commented that Education Scotland run National Literacy Network and that she could ask at the next meeting for the Executive Summary to be sent out. FR and MB confirmed they will take the lead for driving forward 1.5.

Action: MB to arrange through Education Scotland's National Literacy Network for the Executive Summary to be sent out at next meeting.

6.6 MB explained that in relation to 1.6 of Recommendation 1 she would like to ask the group to accept the Executive Summary as the national guidance. Feedback on the Executive Summary from Teachers had been good, as well as, other stakeholders within education and local authorities. MB explained that the Executive Summary provided all the headline information with links to more detail guidance if required. Members agreed to accept the Executive Summary as the national guidance with the caveat that Education Scotland give it more promotion and raise its profile, as well as, keep it refreshed and up to date as developments happen.

Action: MB to ensure that the promotion and profile of the Executive Summary is raised at every opportunity by Education Scotland.

6.7 MB confirmed that she would take the lead for 2.1 to 2.4 of Recommendation 2. These will be driven forward by her sub-group meeting in January 2015.

6.8 GS asked AM in her capacity as ADES rep if she could take the lead for driving forward 2.5 of Recommendation 2. AM explained that she would need to consider if ADES could help with this and how they could support driving this forward. AM agreed to raise this at the ADES meeting in January.

Action: AM at the ADES meeting in January to discuss if and how ADES could help drive forward 2.5 of Recommendation 2.

6.9 Referring to Recommendation 3 - to ensure that initial teacher education and postgraduate awards and courses give a high priority to developing knowledge and skills in relation to dyslexia and additional support needs – Teresa Moran (**TM**) confirmed that they aim to promote the Framework for Inclusion by launching it at the GTCS in March. Also to promote the Framework for Inclusion at Programme Directors Seminar in May/June 2015.

6.10 In relation to 4.2 and 4.3 of Recommendation 4; GS explained that she had discussed these with MB and that they both agreed that to drive these forward a short additional meeting with Aspects and ASLO was needed. DJ commented that he felt this was also about raising questions around health and wellbeing of children and young adults with dyslexia. GS suggested that the meeting could take place after the scoping meeting in January. MB offered Education Scotland to host this meeting but confirmed she could not take the lead. DJ confirmed that he would be happy to lead on 4.2 and 4.3 and that he will invite the appropriate stakeholders to the meeting.

Action: DJ to identify and invite the appropriate stakeholders to attend meeting in January.

6.11 MB confirmed that she would take the lead for 4.4 of Recommendation 4. MB confirmed that she would be booking a session at the next HM Inspectors meeting in March to raise the profile and provide training. In addition all HM Inspectors and Assessors will receive a copy of the Executive Summary.

6.12 GS and CM confirmed that they would have responsibility for driving forward 4.5 of Recommendation 4. GS explained that she is still waiting to hear about the funding but that she wanted to move forward anyway and not delay getting started. GS confirmed that the approach she would like to take is an improvement strategy approach. CM stated that the question of funding should be on the Risk Register.

Action: GS to add funding to the Risk Register.

6.13 There followed a discussion amongst members of the use of the term Dyslexia Friendly Schools. Some members felt that the term "Inclusion Friendly School" would be more appropriate. This is to be discussed further at the scoping meeting in January and a recommendation to be made to the Making Sense Working Group.

6.14 GS confirmed that Recommendation 5 would be taken forward by AGASL. She confirmed that she will invite Laura Meikle along to the meetings to provide updates on progress.

7. Risk Register – Paper 4

7.1 GS provided an overview of how the Risk Register will be maintained.

8. A.O.B and Next Meeting

8.1 There were no additional items raised under AOB.

8.2 GS confirmed that she would arrange the next meeting for March/April and invite members through Doodle Poll to select dates that suit.

Action: GS to send out Highlight Report template to leads.

ACTIONS

Who	What
[redacted s38(1)(b)]	Email electronic copies of all handouts to Gill Scott.
Gill Scott	Approach ASPEP for a nomination to represent them on the Making Sense Working Group
Gill Scott	Make contact with EIS and School Leaders for Scotland to make links and raise awareness of the Making Sense Working Group
Cathy Magee	To contact [redacted s38(1)(b)] and invite [redacted s38(1)(b)] to join the Making Sense Working Group
Gill Scott	Bullet Point 2 in Annex C to be amended to read “Making relevant and timely decision that progress, support and advance the recommendations of the Dyslexia Review”.
Alison Mitchell	Fully brief ADES of what is required in relation to 1.2 and 1.3 of Recommendation 1 and ensure that Education Scotland’s Executive Summary is cascaded.
Mary Berrill	To arrange through Education Scotland’s National Literacy Network for the Executive Summary to be sent out at their next meeting.
Mary Berrill	Ensure that the promotion and profile of the Executive Summary is raised at every opportunity by Education Scotland.
Alison Mitchell	At the ADES meeting in January discuss if and how ADES could help drive forward 2.5 of Recommendation 2.
Davy Jones	In relation to Recommendation 4.2 and 4.3 - Identify and invite appropriate stakeholders to attend meeting in January.
Gill Scott	To add funding to the risk register
Gill Scott	To email out to leads the Highlight Report template

Dyslexia 'Making Sense' Working Group Meeting
Tuesday 6 February 2017 from 2pm to 4pm
Victoria Quay, Conference Room 9

Present

- Mike Gibson, Director, Dyslexia Scotland
- Davey Jones, Secretary of the Cross Party Group on Dyslexia
- Cathy Magee, Chief Executive, Dyslexia Scotland
- Deborah Walker, (Chair), and Wellbeing Unit, Scottish Government
- Deborah Lynch (Secretariat) Support and Wellbeing Unit, Scottish Government
- Fran Ranaldi, Development Officer, Education Scotland
- John Urquhart, COSLA
- Ellen Doherty, General Teacher Education Council for Scotland

Apologies

- Lani Florian, Edinburgh University representing Scottish Teacher Education Committee
- Teresa Moran, Scottish Teacher Education Committee
- John Butcher, ADES
- Melanie Rice, ASPEP

1. Welcome and introduction

1.1 Deborah Walker (DW) welcomed members to the tenth meeting of the Dyslexia Making Sense Working Group and noted apologies.

2. Minute of the meeting held on 4 October 2016

2.1 The minute of the previous meeting held on 4 October 2016, has been circulated and cleared as an accurate summary. The group formally accepted the minute and this will now be published on the SG website.

2.2 DW updated the group on the action points from the last meeting

AP1: John Butcher (JB) had hoped to attend this meeting but had to give last minute apologies. DW and Fran Ranaldi (FR) will meet with JB separately to provide an update.

AP2: an update will be provided under Workstream 2

AP3: on-going

AP4: this meeting has not taken place. It is on the workplan and will be carried forward with an update provided at the next meeting.

AP5: cleared

AP6: cleared

AP7: an update will be provided under Workstream 2.

AP8: an update will be provided under Workstream 4.

AP9: cleared

AP10: an update will be provided under agenda item 5.

AP11: to be discussed under agenda item 4.

AP12: cleared

AP13: FR will attend the March ASLO meeting to provide an update.

3. Progress Updates

3.1 Workstream 1: access to current advice/guidance

3.1.1 DW noted that a lot of work has been undertaken to refresh the Dyslexia Toolkit and FR noted that things are progressing well. The group recognised that this was a big job with the current 155 pages reduced down to 24. However, it was also noted that while the new Toolkit has been streamlined to make it easier to navigate, there will be no reduction in the quality of the content. FR shared the development plan which outlines the section headings, noting that the working group had worked to narrow down the columns into more obvious areas.

3.1.2 FR confirmed that the re-launch of the Dyslexia Toolkit will be on 8 March 2017. The event will be hosted by CALL Scotland with keynotes from the Deputy First Minister and Sir Jackie Stewart. It was hoped the event will also include a dissemination event for practitioners.

3.1.3 FR confirmed that the Toolkit will continue to be updated and noted that the first training module will be available in time to be added to the toolkit. This new was welcomed by the group. Ellen Doherty (ED) asked that the Toolkit refers to 'Professional Learning' rather than 'Professional Development' as has been noted in the development plan. FR agreed to ensure the language used in the Toolkit was consistent.

3.1.4 ED also welcomed the first training module, noting that while it was not the job of many teachers to identify dyslexia, their role is to provide support to children and young people and the module will prove helpful in supporting this. She advised GTCS will signpost the module on their website from 8 March will also include a promotional article in the next edition of their magazine.

3.1.5 DW noted that the dissemination events held so far have received excellent feedback and have helped to increase awareness of the Toolkit. FR agreed, noting

that each authority she has visited has reacted positively and there are a number of further dissemination events planned for after the launch.

3.1.6 FR confirmed that most of the events have been held in local authorities in the central belt. She noted that Shetland had been in contact to request training but may now attend the event set up for the Northern Alliance. She noted that as well as holding dissemination events for individual authorities, she was also doing a number of cluster events in order to make the most of the time available.

3.1.7 Davy Jones echoed the positive reaction to the events, noting that he had met with colleagues in South Lanarkshire recently who were very complimentary about the work undertaken by FR and of the Toolkit itself. He and others also noted that many of the branches have noted much improvement and welcomed the positive partnership working. He felt that the work that has been undertaken would not have been progressed without the dedicated resource.

3.1.8 In response to questions about whether connections have been made between the Scottish Attainment Fund and addressing dyslexia, FR noted that the feedback she has received highlighted that inclusion is key, and it should be recognised that the information which will be available on the Toolkit will be helpful for all children and young people. It was also noted that in measuring the impact of the Toolkit, the data on attainment outcomes may show what movement there has been since the review has been completed.

3.1.9 FR advised that the double-sided leaflet which will be produced will be an executive summary and provides an update on the project, as well as, an overview of all the work that has been undertaken on the recommendations.

3.1.10 The group agreed that the dissemination events had built momentum and the Toolkit Working Group had been very active in taking this forward. The group agreed it would be helpful if the final report captured this.

3.1.11 In response to questions around what will happen to FR's role after October; DW noted that this is still something which is to be considered. She confirmed the work will remain key and consideration will be given to how best to deliver support to schools.

3.2 Workstream 2: career long professional learning

3.2.1 DW advised the group that the sub-group had met to explore the options around the development of dyslexia training modules. It was noted this was a really productive meeting and opportunities were explored around how the training modules fit into the GTCS Standards around Professional Recognition. It was noted a further meeting will be arranged to take this work forward.

3.2.2 DW advised it is hoped that there will be three modules with the evidence that is produced from the first two modules being put forward to the third, advanced module which will focus on the identification and assessment of dyslexia. It was noted, the modules have been designed in such a way that practitioners can do as much or as little as they like.

3.2.3 The sub-group have agreed that to allow for continuity and to aid future mentoring roles, the modules should be undertaken in order. The First module is being developed in partnership with the Open University and will be available for free online. It is expected to take an hour to complete. It also contains links throughout to the Route map which will also be updated. DW confirmed that module 1 is very focused and not bogged down in too much detail. It contains quizzes and reflective questions. FR advised she will share the content of module 1 with the group once she has received additional comments from the Open University.

3.2.4 ED noted that she likes the language used and sees module 1 as a tool to raise awareness with module 3 providing much more accomplished training which fits perfectly with the GTCS Standards.

3.2.5 FR confirmed that module 2 is expected to take between 3 and 6 hours to complete and module 3 will take more time and may in fact be the only CPD that is undertaken in the year. It is expected that practitioners within one of the pilot schools will be the first cohort to take module 3.

3.2.6 ED confirmed that GTCS will assess module 3 for free, noting that GTCS are delighted to be involved. ED, FR and the sub-group will continue to have conversations on module 3 to ensure continuity and that it meets the professional recognition criteria. Davy Jones (DJ) asked whether practitioners would be reticent to put forward evidence gathered as part of module 3 for fear of exposing bad practice. ED allayed these concerns by explaining that the module requires practitioners to show how they have researched, implemented and shared knowledge and understanding of recognising and supporting dyslexia across the school and then show discussions with the headteacher on how to disseminate good practice.

3.2.7 The group discussed evaluation and reflection of the training and MG asked whether it would be possible to gather data on whether completion of module 3 results in a change in behaviour. DW confirmed that this could be considered. MG advised he would circulate to the group information on different models of training evaluation.

ACTION: Circulate models of training evaluation

3.2.8 The group agreed that as part of this, it should be considered whether practitioners have been given the opportunity to implement and develop what has been learnt. ED advised that the professional update requires reflection of the impact on themselves, their pupils and the wider community and that the issue of whether they have had the opportunity to implement their learning would be the first step in the school improvement plan. ED noted there may be a piece of research that could come out of this but that it would require a large amount of analysis. Cathy Magee (CM) noted that the Mindroom Centre has indicated to Dyslexia Scotland that they are keen to do some work with them which may fit into this.

3.2.9 The group agreed that there should be a focus on achievement, rather than attainment and DW confirmed it would be worth exploring the on-going impact of learning as part of this but noted that there are other indicators of improvement which are picked up through other areas. She also noted that the group should be realistic in terms of the resource available to undertake this work.

3.2.10 FR advised the group that the Toolkit will include reading and writing circles which have received really positive feedback. Further work will be done on listening and talking circles.

Workstream 3: initial teacher education

3.3.1 DW advised there had been a meeting with SG policy colleagues who lead on initial teacher education. There has been a lot of work undertaken to review ITE, including considering other route ways into education. DW will seek an update on this from the ITE team.

3.3.2 The group noted that ITE is already an extremely busy course and there is a reluctance to add anything in. However, a number of organisations have raised this issue with the Deputy First Minister and he is considering the options.

3.3.3 JU noted that COSLA, in response to the STEM consultation, have cited concerns about what will be taken out of ITE if other specific topics are added. DW noted that an action from the last meeting was for her and Laura Meikle to meet with GTCS and [redacted s38(1)(b)] to discuss teacher professionalism and assessment standards on newly qualified teachers.

3.3.4 ED noted the concerns raised by COSLA; and advised that there is no expectation that teachers coming out of ITE will know everything. ITE seeks to raise their awareness about inclusion. ED also clarified that GTCS have a role in accrediting courses and once done to quality assure them and intervene if a course is not delivering.

3.3.5 CM noted that Dyslexia Scotland have been approached a number of times with requests to provide training on the next steps in supporting practitioners to recognise dyslexia. The group were encouraged by this and ED noted that the language has changed to recognised early career teachers and how to support them. It was noted that each probationer in Scotland has a support manager who they depend on to communicate information and inform of further opportunities.

Workstream 4: engagement/inclusive schools

3.4.1 The group noted that the pilot schools had currently linked up with 7 local authorities and there are strong themes emerging. There is much enthusiasm and many of those involved are beginning to roll out dyslexia and inclusive practices to others within their local authority. The positive message that has emerged is inclusive practice is key.

3.4.2 FR advised that there is a meeting within Education Scotland this week to ensure that what is created does not add to bureaucracy or create an unnecessary burden. An electronic book will be created which will allow schools to download documents to look at areas of practice and decide what do they want, where do they want to be and how do they know it is happening. MG noted that on the old Education Scotland website there were materials about the journey to excellence and this is now impossible to find. FR confirmed that most of the journey to excellence has been removed from the website.

3.4.3 DJ voiced concerns about relying on Young Scot and Youthlink to gather information about whether children and young people feel more engaged. It was agreed that we must be confident that any data gather includes the thoughts of children and young people on what they think their improvement in outcomes have been. DW reassured the group that it was never the intention that Young Scot and Youthlink would provide the only input and part of the function of the pilots is to capture this. ED noted she is keen to gather information on all 4 capacities. MG agreed but noted that there must be the right balance between health and wellbeing and the other capacities. FR noted that through engagement and the pilot, evidence can be gathered. However, the group agreed that the sub-group need to look at other ways of measuring achievement, including what measures there currently are, what information do we want to know and what we can evaluate in terms of better outcomes for children with dyslexia.

ACTION: Sub-group to give further consideration to how to measure achievement.

3.4.5 CM advised that Dyslexia Scotland have received funding from the Scottish Government's Early Intervention Fund and part of that work will be to develop a website for young people which may provide a platform for gathering views on this.

The group noted that this may be better hosted on the Young Scot website to ensure access to a larger group of young people. It was agreed this will be discussed by the sub-group.

4. Review of Communication action plan

4.1 DW noted that the communications plan had been circulated to the group and asked if they felt anything was missing. It was agreed that SCIS should be added to the external audience section. While noting that all the key players were included, it was also noted that we need to consider the ability of these organisations to disseminate within their own networks.

4.2 ED advised that GTCS have strong links with SCIS and will put FR in touch with their contact.

4.3 CM noted that the content of the message is extremely important. She advised that once the draft of the key leaflet update is complete, Dyslexia Scotland will add it to their website and promote it. The group agreed that the communication plan will be amended to reflect the key message of toolkit.

4.4 The group discussed the number of things which are happening to raise awareness of this work, including tweets from Dyslexia Scotland and GTCS and input from Enquire at events.

4.5 JU noted the difficulty he has in providing feedback on the work of this group to COSLA as the Executive Group meets quarterly and has a high number of issues to discuss. The group agreed that the right route to feedback was through ADES and DW and FR will take this forward with JB when they meet with him.

4.6 DW agreed she will amend the Comms strategy to take account of the discussions and the group should contact her if there is anything else they would like to be added.

ACTION: Contact DW if anything to be added to communications strategy

4.7 DW confirmed the details of the launch of the refreshed Dyslexia Toolkit. She advised the event will include a keynote speech from the Deputy First Minister and Sir Jackie Stewart followed by a photo call with the young ambassadors. Included in the invited guests will be Dyslexia Scotland Young Ambassadors, members of the Toolkit working group, members of the Making Sense working group, Education Scotland, Scottish Government, Dyslexia Scotland, CALL Scotland, Edinburgh University and practitioners from various local authorities. Following the launch event, a dissemination event will be held for practitioners. DW will consider suggestions from the group to invite other representatives from the Cross Party

Group, Young Scot and Children in Scotland, however she highlighted that the target audience for the launch was practitioners and was therefore, keen that the majority of the audience be practitioners, rather than VIPs and Officials. The room being used for the launch can take a maximum of 60 invited delegates.

6. AOB

6.1 No items were raised under AOB

7. Date of next meeting

7.1 A doodle poll will be issued to canvass availability for the next meeting of the group.

7.2 DW thanked members for their attendance and brought the meeting to a close.

Actions

Who	What	When
Deborah Walker	Arrange meeting with Deborah Walker, Fran Ranaldi and John Butcher to update John on the work of the group and confirm ADES support of the work so far.	Provide feedback at the next working group meeting
All members	Email Deborah Walker with ideas for event(s) in 2016 to promote the work of the group	On-going
Deborah Walker	Link up with Ellen Doherty, [redacted s38(1)(b)] and Laura Meikle to take forward discussions on teacher professionalism.	By next meeting
Mike Gibson	Circulate models of training evaluation	By next meeting
WS4 sub group	WS4 sub-group to give further consideration to how to measure achievement.	By next meeting
All	Contact DW if anything to be added to communications strategy	By next meeting

Dyslexia Making Sense Meeting
20 September 2018
Victoria Quay, Edinburgh, Conference Room 3E-91
10:00 – 12:00

Present:

- Mike Gibson, Director, Dyslexia Scotland
- Davy Jones, Cross Party Group on Dyslexia
- Cathy Magee, Chief Executive, Dyslexia Scotland
- Fran Ranaldi, Chair of the Addressing Dyslexia Toolkit Group
- Melanie Rice, Association of Scottish Principal Educational Psychologists
- John Urquhart, COSLA
- Kevin Barr, Scottish Government (Secretariat)
- Deborah Walker, Scottish Government
- [redacted s38(1)(b)], Education Scotland

Apologies:

- Lani Florian, Edinburgh University representing the Inclusion Group of the Scottish Council of Deans of Education

1. Welcome and Introductions

1.1 Deborah Walker (**DW**) welcomed members to the meeting. DW noted that the 'minutes of the last meeting' was missing from the agenda; however, DW agreed with members that the previous minutes would be cleared by email.

Action – Members to confirm happy to clear minute of the previous meeting by email.

1.2 DW welcomed [redacted s38(1)(b)], from Education Scotland to the meeting. [redacted s38(1)(b)] will be providing cover as an interim member of the group. DW confirmed that the Development Officer role at Education Scotland was funded until March 2019.

1.3 The Chair asked that it be noted in the records, the working group's thanks to Fran Ranaldi (**FR**) in her role of Education Scotland Development Officer. FR's commitment towards the implementation of the recommendations from the Dyslexia 'Making Sense' review has been a major contributing factor, to the successful outcomes that have been achieved so far.

1.4 DW noted that the running order of the agenda might change as the conversation progresses.

2. Progress Updates

2.1 DW informed the group that due to annual leave she had been unable to provide the usual workstream highlight reports ahead of the meeting. DW confirmed that the highlight reports would be provided with this minute.

Action – Secretariat to provide copy of the highlight report with the minute

2.2 DW invited Fran Ranaldi (**FR**) to provide updates on the workstreams.

Workstream 1

2.3 FR highlighted that a large amount of information is now publically available including the toolkit, online modules, the Dyslexia Scotland website and the Education Scotland hub. This is all information for both professionals and the public.

2.4 Mike Gibson (**MG**) asked if issues with Local Authorities websites were still ongoing. However, DW noted that [redacted s38(1)(b)] had undertaken work to review the websites. It was noted that this will be picked up in the remaining priorities section later in meeting.

2.5 FR also noted that a wide range of professional learning had been used, which has allowed for dissemination of guidance.

Workstream 2

2.6 FR acknowledged the success of this workstream, with initially no anticipation of having 3 free online modules. A Career Long Professional Learning route map has already been developed, and links between Dyslexia Scotland and the Open University allowed for access to Open University's specialist staff who were able to offer support with developing the online modules. It was noted that the emphasis during last year focused on development of the modules and these were complemented by masterclasses, with the third module aiming to encourage teachers to apply for their professional recognition. Towards spring next year, there should be applications for professional recognition.

2.7 FR noted that we continue to receive positive feedback on the refreshed Addressing Dyslexia Toolkit (ADT). The ADT working group will continue to review and upgrade when required to ensure that the ADT remains the best and most up-to-date resource for teachers and other practitioners.

2.8 Cathy Magee (**CM**) confirmed that the upgrade to the ADT has given improved 'user' data, which include not only numbers accessing the ADT, but what they are looking at and what resources they are downloading. The group discussed the data about the location of users. It was noted that the data cannot identify the LA areas of users, and the main focus of the group should be to emphasise the toolkit to LAs regardless.

2.9 DW asked John Urquhart (**JU**) if COSLA had received any feedback or heard back from local authorities on the use of the toolkit or the free online training modules. JU confirmed that COSLA had not discussed whether any information/feedback had been given on the usage of the ADT or the modules.

2.10 The last masterclass for the GTCS pilot was held on 25 August, with helpful information being provided by the GTCS on Professional Recognition. DW noted that out of the 30 original participants only 3 had dropped out. The reasons were for personal reasons. FR confirmed that work is underway towards providing support to help them achieve their professional recognition from GTCS. The group noted that the work was done in the students' own time. It was noted that the Deputy First

Minister wrote to local authorities thanking them for supporting the teachers taking part in the pilot. By December, the group will know how many teachers have submitted their professional recognition to the GTCS. The group discussed what the training would be used for, and it was noted that teachers were encouraged to share their knowledge from the course. CM confirmed that there had been a recent article in the GTCS magazine about the pilot.

Action – Deborah Walker to email out article to members.

2.11 FR noted that an awards ceremony to recognise teachers achieving their professional recognition may be possible, and would be used to bring a high profile to the dyslexia work. It was noted that no teacher has a professional recognition in Dyslexia, and the event would allow applicants to receive their professional recognition, and encourage others to do so. The group discussed whether this is something that could fit with the COSLA awards criteria. JU noted that this might be something that could be considered for applying for next year. JU agreed to send over the timescales for the secretariat to issue to the group.

Action – John to email secretariat timescales for the COSLA awards ceremony to be forwarded to the group

2.12 CM confirmed that Dyslexia Scotland had recently been awarded the ‘ Professional Learning Awards for Organisations’ GTCS award. The group agreed that this was welcome recognition for Dyslexia Scotland.

Workstream 3 & 4

2.13 It was noted that both workstreams 3 & 4 would be addressed later in the meeting. It was noted this work is still ongoing and this resource links in to all aspects of the 5 recommendations.

3. Feedback from Dyslexia Cross Party Group

3.1 DW noted that the work of this group is reported to the CPG, and this would be good as a standing agenda item.

3.2 DW invited Davey Jones (**DJ**) to provide an update on the feedback from the CPG. DJ noted that at the time of the review’s publication the CPG had put in a response to the review, highlighting issues they would like considered. At the meeting in May, there were many positive responses to Fran’s progress report. However, a number of concerns were raised in relation to:

- The future beyond the secondment
- Teachers being asked to carry out assessments they are not trained for
- LAs cutting funding for support staff
- Concerns about progress
- Concerns about inconsistencies in LAs’ provision for dyslexia

3.3 DJ also noted there was a recent report about the impact of vision on learning, and how this is often conflated with dyslexia, sometimes mistakenly so. There were concerns about the recognition of visual stress and that it may not be identified. FR

agreed to send a copy of the report info to MR. CM noted they aim to provide a bullet point summary of the event on the Addressing Dyslexia Toolkit website.

Action – Fran Ranaldi to send note of visual stress report to Melanie Rice

3.4 DW asked about the May minute of their group. 'Issues and approaches that members should address'. The group acknowledged the feedback but no action is to be taken.

4. Remaining priorities

4.1 DW noted that it might be useful to go through the recommendations of the 'Making Sense' report and establish any remaining actions and priorities.

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

4.2 It was noted that although significant work has been done on this, the group needs to continue to promote the checklist. There is ongoing work on all objectives. However, specific actions were

- 1.1 - The checklist needs to be refreshed. It was agreed that information on local authority websites was still patchy; however, all did meet the legislative requirements. FR spoke to the Area Link Officers ASL group, and it was noted the group may want to ask them to promote the use of the checklist. FR will provide an update on this at a later stage. The group acknowledged there is more work to do.

Action – Cathy Magee to check links on checklist are still up-to-date

Action – Fran Ranaldi to email [redacted s38(1)(b)] up-to-date checklist and [redacted s38(1)(b)] will put this out to the ES Link Officers

- 1.4 – DW noted this linked into the implementation resource, and the work on this was ongoing. This would be picked up further under Recommendation 4.

Recommendation 2 : Teachers, support staff and local authority staff should have access to a wide range of high quality career-long professional learning opportunities at school, local and national level related to meeting the needs of children and young people with dyslexia.

4.3 The group noted that a majority of the work under recommendation 2 has been completed through the refreshed ADT and the online training modules.

4.4 CM noted that they have committed to a second pilot run. DW noted that the main aim under this recommendation moving forward will be the development of a programme to support teachers to move towards professional recognition in dyslexia & inclusive practice.

4.5 It was noted that some universities have agreed to provide module 1 in their induction programmes. DW will speak to Lani Florian (**LF**) about how we could

approach other universities to encourage them to use module 1 in their ITE course. (we can't make it mandatory)

Action – Deborah Walker to speak to Lani Florian about module 1 being more widely adopted in ITE.

4.6 The group noted that a few local authorities had incorporated module 1 as part of the learning for their probationary teachers. The group agreed this was a welcomed good practice and agreed to continue to promote with the hope that other local authorities will adopt this practice.

Action: [redacted s38(1)(b)] to speak to Ellen Doherty about promoting this practice amongst the mentors to probationary teachers.

4.7 DW, CM and FR agreed to find out the thinking behind objective 2.5, as it was not clear. FR will speak to [redacted s38(1)(b)].

Action – FR to feedback on thinking behind objective 2.5 at a later stage

Action – CM to send the top 10 resources list of [redacted s38(1)(b)] to include in the Improvement Hub.

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

4.7 The group agreed that this was complete and acknowledged that no further actions need to be taken under recommendation 3.

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

4.8 In relation to aim 4.1 of the recommendation, extensive work has been completed around the masterclasses; however, the group agreed that more work needs to be done about evidencing the improvement of educational outcomes. It was noted that some data is collected under pupil census and this may be comparable.

4.9 The group discussed the Additional Support for Learning Report to parliament and DW agreed to provide an update on this by email

Action – Deborah Walker to provide update on the report to parliament

4.10 In relation to 4.2 of the recommendation, the group discussed the Dyslexia Unwrapped website and the Dyslexia youth day, and CM noted that they have asked children and young people about their experiences. It was noted that feedback from the event have been positive. This feedback can provide some of the evidence in the final evaluation report.

4.11 It was noted that an educational pack for LAs and schools is being developed from the Dyslexia Scotland Ambassador Outreach Education Programme.

4.12 The group acknowledged that they need to evidence the successes in the final report.

4.13 In relation to 4.4 of the recommendation, FR is currently working on the Implementation Resource and that this should be finished at the end of 2018/start of 2019. DW noted that as part of the GTCS award, they could highlight the implementation report. The group agreed that the main focus is to leave something that is permanent; however, the work needs to be on-going.

4.14 Further discussion needs to take place on how teachers effectively support pupils with dyslexia.

4.15 Under 4.3 the group discussed how we can ensure that under HMI inspections that they continue to monitor the quality of provision and outcomes for children and young people with dyslexia; for example is the ADT getting used?

Action – [redacted s38(1)(b)] to check with Mary Berrill on how this can be embedded and future proofed so that this continues after the work of this group is complete.

4.16 The outstanding work under Recommendation 4 is the development of the Implementation Resource. Work on this is progressing and it is hoped this will be available around April 2019. This group will be asked to Quality Assure around January 2019 with aim of publication in April 2019.

4.17 The group agreed, that if at all possible, it would be good to link the publication of the Implementation Resource with the possible GTCS Professional Recognition Pilot award ceremony which would be around April 2019.

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

4.18 MG noted that LAs are not using statistical data to monitor CYP with ASN, although a range of data is available. The role of inspectors finding out how well schools are doing to identify children with ASN was highlighted, and the group agreed that the main focus should be about the difference in the data of LAs. DW agreed to take this as an action point. DW noted that the Advisory Group for Additional Support for Learning (AGASL) have been undertaking work on the improvement of ASN data collection; this includes improvements to data collection on SEEMIS. DW explained that at moment dyslexia is recorded under medical tab. DW has arranged for this to be added to the wider improvement work on SEEMIS and this will be part of the changes implemented next year.

Action – Deborah to explore the differences in Local Authority data for identifying children with ASN.

5. Next steps/evaluation

5.1 DW noted that priorities have been identified, and now need to work to finish the evaluation report. DW advised that the GTCS pilot and all of the other work must be

completed before the group produce the final report. There may be scope to provide an interim report in the meantime; however, discussions need to be had. The group recognised that this is a positive news story.

5.2 DJ asked if it would be possible to find out what the impact on LAs has been, and if there has been a shift in their thinking. CM noted there is evidence on this from the range of events that have been held as well as the Ambassador outreach programme and GTCS pilot work, so it may be possible.

Action - Cathy Magee to explore whether the impact on LAs can be identified

Do we need another meeting?

5.3 The group agreed that there was merit in the group meeting again. It was agreed that another meeting in January would be suitable and a Doodle poll will be issued.

Action – Secretariat to send out Doodle poll for meeting in January

5.4 DJ asked for a briefing note on what the next steps are to share with their organisations, and DW agreed to provide.

Action – Deborah Walker to send out next steps document for members to share with their organisations

6. AOB

6.1 The group discussed time limits on this work. DW stated that there was no set deadline and a timeline could be created in future.

6.2 The group noted that there should be something in the evaluation report that the work should be on-going.

6.3 DW thanked members for attending and brought the meeting to a close.