# Enquiry Title

Using ICT to aid the identification and support of dyslexia: the development and implementation of an electronic referral process to increase the effectiveness of communication between class teachers, support for learning department (SFL), whole school, and external agencies, within A mainstream secondary school setting.

Dyslexia and Inclusive Practice

gtc SCOTLAND
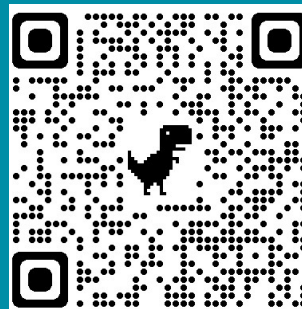
Enquiry Overview and Aims

This enquiry investigates the flow of information during the identification of learning difficulties, including dyslexia. The key aim is to investigate the efficiency of current procedures for information sharing to determine if there are any strengths or weaknesses of the process that are impacting the learner's right to identification of, and support for learning difficulties. The following considerations are given; the nature of the information which is shared, the means used to share the information, and the stakeholders who are privy to the information, namely the class teacher, support for learning department, school leadership, and Educational Psychology. In doing so, the enquiry considers the impact of introducing a standardised electronic method of sharing information and considers if this provides an improved view of the young person's learning profile.

The aims of the research are to:
•Promote the role of the class teacher in identifying additional support needs.
•Encourage teachers to be reflective practitioners and take responsibility for their professional development in line with national standards.
•Develop a system which allows timely and accurate information across the whole school, where a cause for concern is raised regarding a young person's learning and achievement.
•Encourage sharing of best practice across the whole school.
•Provide data which supports the development of a clear SfL hierarchy led at senior leadership level.

'Using an electronic form means that trends are easily determined, and information can be shared with a variety of stakeholders as the results are accessible. This then allows appropriate interventions to be actioned and the impact measured to determine best practice for future learners.'

My Professional Learning Journey

I have applied the learning acquired on this programme to my everyday practice so that I am routinely carrying a more rigorous surveillance of the learners in my care. I also routinely engage in professional dialogue to ensure that I am working to embed an inclusive culture in the school and so that I can use my learning to discern appropriate strategies for the identification and support of dyslexia.

Leadership for and of Learning
The output of the enquiry means that:
• Learners are experiencing a more equitable learning environment as a result of an upskilled workforce; learners are therefore more likely to have any difficulties addressed and supported.
• Learners who do not require additional support or interventions also benefiting from a decluttered and 'neurofriendly' learning environment meaning that they more receptible to learning.
• Classroom ethos has improved as previously unaddressed needs are now being considered and explored further meaning more appropriate methods of classroom management, including behaviour management, are now rolling out across the school.
• Staff, particularly those that have attended CPD events that I have led, used the cloud space with useful resources for supporting learning difficulties including dyslexia, or those staff who have participated in professional discussion surrounding the identification and support of dyslexia, are equipped with an enhanced understanding of the identification and support of dyslexia.
• The school community is benefiting from a mutual understanding of learning difficulties whereby positive relationships between staff and learners are easier to maintain.
• Workplace morale is improving with staff experiencing less defiance from learners who are not having their needs met.

Collaboration and Impact

As my learning progressed so to did my awareness of the wider impact of dyslexia on the dyslexic person and their wellbeing, on their families and their home environment, and on their education and learning experience. I was able to work through the recommended reading to bridge the gap in my knowledge and experience. In turn, I was able to inspire and motivate colleagues to further their own knowledge and understanding of dyslexia. I was able to share my progress as I was carrying out the research and often mentioned my findings at Dyslexia Scotland, and other, professional learning events. This in turn increased professional dialogue and raised awareness of the need for the identification and support of dyslexia. I did experience resistance in my establishment, with some preferring to compartmentalise Dyslexia and other Specific Learning difficulties as the responsibility of the SfL department. This challenge prompted me to look at further reading such as Bridges Transition Model, Bridges (1998) to ensure that I was mindful of emotional and cultural factors that may be inhibiting the migration to the new electronic system. This encounter with literature has developed my thinking in leadership of change which has increased my awareness of my relationship with peers.

The enquiry impacted on the students and their learning by:
• Dyslexia informed practitioners leading their learning.
• Learning profile was more accurately recorded where there was a cause for concern.
• Targeted interventions were subject specific.
• In general, awareness of dyslexia was increased to create a higher standard of inclusivity in the classroom.

Next Steps

I aim to explore the flow of communication further by analysing the data used by the EP. This will allow me to see the nature and efficiency of the information passed to the EP in comparison to that which is passed from the class teacher to the SfL. This will then allow me to see the strengths and developments in the information sharing process which will determine how effective the identification process is by scrutinising the validity of the view that the EP has of the young person.

Dyslexia Scotland

addressing DYSLEXIA

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