

# How can I improve my practice when identifying dyslexia at my school?

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## Enquiry Overview and Aims

I wanted to seek learner and parent/carer experiences of the identification of dyslexia process and use the feedback to improve my practice. As a reflective practitioner, I want to do my very best. Providing quality service to children is extremely important to me. I want to help learners fulfil their potential and to have success in their lives. I am very determined to effect positive change and 'make a difference.'

I am committed to ensuring pupil voice is integral to my practice and that I teach children to self-advocate. If learners were enabled to advocate for themselves, we would have a more inclusive education system. Equity is very important to me and I believe we must do more to improve attainment for pupils with dyslexia. Looking at the data, they are underachieving.

- 90% of learners who have been assessed wanted to be assessed- pupil empowerment
- 95% of learners liked doing the assessments
- 93% of learners understood their dyslexic profiles better after feedback
- 84% of families who returned surveys were entirely positive
- 47% of families suggested improvements such as timescale of assessments could be shorter.
- One parent said the process could be better if "the timeline of assessment to feedback was shorter, though I recognise this is due to workforce capacity."

## Collaboration and Impact

- Increased confidence to approach line managers with evidence for change.
- The timescale from start to completion of assessment would be shortened, reducing learner and family anxiety.
- Collaboration with course participants was key as I could discuss my plans with fellow support for learning practitioners.

## My Professional Learning Journey

- I engaged in reading of theory and policy and researched good practice
- I created surveys for learners and their families
- Our P7 Dyslexia Ambassadors trialled the surveys then helped younger learners access them on Chromebooks
- I collated and studied the results.
- I formulated a plan for change.
- I shared my plan with other course participants.
- I discussed my plan with my line managers.

## Next Steps

- Shorten the length of time for children between starting and finishing the assessment process.
- Introduce an annual meeting for families to hear about our school approach to dyslexia assessments.