

# In what way does a digital ASN toolkit have an impact on improving access for dyslexic learners?

Hazel Simpson



## Enquiry Overview and Aims

I work in i-Sgoil online provision for interrupted learners. I work with both primary and secondary level, learners who have long term absences from school and little attainment data.

A digital Toolkit with accessibility resources for dyslexic learners was available, but how well was it used? This enquiry explored how easily learners were able to access this Toolkit and whether it had a positive impact.

## My Professional Learning Journey

- Learning more about accessibility tools available. Choosing those that suit our setting, and how to implement and use them successfully.
- Investigating the learners in our cohort, discovering that many may have unidentified dyslexia due to long school absence.
- The challenge of engagement in online schooling. Realising we need to teach the tools to all learners, to make it equitable.

## Collaboration and Impact

- Working with learners and staff to assess who was aware of the Toolkit and who used it.
- Involving parents to hear their feedback on how their learners felt supported with digital tools.
- Impact was that the Toolkit in its original form was not being used. Few were aware of it, it was not shared regularly with learners and it was too busy with information.
- A slimmed down Toolkit was created, more appropriate to our learners.
- Teaching the tools was a vital part of the process, making sure all learners and staff were familiar with the tools so they could be used effectively.

## Next Steps

- Plan regular sessions to teach digital tools for accessibility. Have these open to all, not just those with dyslexia.
- Continue to review which digital tools would help support our online learners.
- Highlight learners who may have signs of dyslexia so that support can be targeted.