

Appendix A



EDUCATION & CHILDREN'S SERVICES

**ABERDEENSHIRE SCHOOLS  
ENHANCED PROVISION  
CRIMOND SCHOOL AND KELLANDS SCHOOL  
DYSLEXIA UNITS  
CONSULTATION REPORT  
APRIL 2015**

**This Consultation Report has been issued by Education & Children's Services of Aberdeenshire Council in accordance with the Schools (Consultation) (Scotland) Act 2010**

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## 1. THE PROPOSAL

- 1.1 A Proposal Document was considered and approved by Aberdeenshire Council's Education, Learning & Leisure Committee at its meeting on 4<sup>th</sup> December 2014. The Proposal Document was issued week commencing 15<sup>th</sup> December 2014 to those individuals and bodies listed under Distribution within the document. The Proposal Document was also published on the Council website: [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk). The Proposal Document made clear to consultees that the consultation period would run from Tuesday 6<sup>th</sup> January 2015 to Thursday 26<sup>th</sup> February 2015 - a period in excess of 30 school days.

The proposal on which consultation took place was that:

*Enhanced provision across Aberdeenshire has been reviewed and a nine area model is currently being implemented during 2014-16. The aim is to provide support for all learners including those with dyslexia in the local schools through universal and targeted support.*

*Almost all learners with dyslexia are supported in their local mainstream schools through recognised supports and strategies aligned to national policy and guidance and Aberdeenshire's Staged Intervention Framework. There are also two dyslexia units developed at a local level to provide support to a small number of learners with dyslexia. However these provisions do not sit with an authority-wide model and as such are inequitable and unsustainable.*

*The new Enhanced Provision model aims to increase capacity at a school and cluster level for all learners, including those with dyslexia, to ensure greater consistency of, and equity and access to, an improved quality of provision across the authority.*

*The provision of additional support for learning in our schools is underpinned by a strategic approach to continuing professional development and training, and supported by innovative Information Technology solutions at the classroom and individual learner levels.*

*Existing staff expertise and knowledge will be deployed across each area to effectively meet the needs of a wider group of learners.*

The document proposed that dyslexia support should be fully embedded into each school across Aberdeenshire to ensure all schools are dyslexia friendly. All teachers should have the appropriate skills to support all learners through a flexible combination of dyslexia friendly approaches in class along with small group tuition where appropriate.

- 1.2 Educational Benefits Statement

The proposal document contained within it an educational benefits statement that emphasised that the nine area model of Enhanced Provision will provide a fair, transparent and equitable service across Aberdeenshire and allow all

children with dyslexia to be educated in their own areas with tailored support to meet their needs.

Existing expertise will be used and capacity increased by supporting staff with training and continuing professional development. Skills, experience and expertise developed by staff in the two dyslexia units will be used to further enhance training and continuing professional development opportunities for all teachers across the authority.

The proposed changes and the development of dyslexia friendly approaches will benefit all learners. Aberdeenshire Council's two key policy and guidance documents for supporting pupils with dyslexia The Guidelines to Support Literacy (2007) and The Dyslexia Friendly School Framework (2007) are currently under review and revision in light of the national Addressing Dyslexia Toolkit. The proposed changes and the development of dyslexia friendly approaches will benefit all learners.

## **2. THE PUBLIC MEETINGS**

2.1 Public meetings were held in Crimond School on Tuesday 3rd February 2015 and in Kellands School on Wednesday 4<sup>th</sup> February.

13 parents including a grandparent, 17 staff and 1 pupil attended Crimond and 12 parents and 10 staff attended Kellands. Minutes of the meetings are noted under point 9.

There were several comments and questions raised and these included:

- The impact on children who are currently in the Learning (Dyslexia) Units at Crimond and Kellands
- The capacity to meet the needs of learners who have dyslexia across Aberdeenshire
- Training and Continuing Professional Development for teaching and non-teaching staff, including probationer teachers, to enable them to meet the needs of learners who have dyslexia
- The timescale for and scope of any proposed training and Continuing Professional Development
- The timescale for implementation of the proposal
- Resources i.e. Information and Communication Technology, Pupil Support Assistants, teaching materials
- The learning environment and the impact of large class sizes and meeting learner's needs
- Transitions with regard to reintegration to local school and meeting needs within a secondary school setting
- The nine area model and need for clarity and improved communication about the nine area model of Enhanced Provision

- Rural schools and the challenge of meeting additional support needs in a small school setting where there is only one pupil with a specific additional support need

## 2.2 Discussions with Pupils

As part of the consultation process, officers met with pupils of 5 primary schools and 5 academies in the 6 clusters that would be affected by the proposal. Only one academy did not participate and a small number of primary schools across the 6 clusters were selected to provide a balance of referring and non-referring schools to the learning (dyslexia) units.

There was an equal ratio of pupils with literacy support needs/dyslexia in secondary schools who had/ had not attended the dyslexia units.

Primary schools selected pupils with literacy needs/dyslexia.

A summary note of responses from the pupils can be found under point+- 11.

## 3. WRITTEN RESPONSES

14 written responses were received by post and by email.

20.01.15

Email/letter from parent/PSA opposing the proposed closure of the dyslexia units as a parent of a pupil who received support in a unit and also as a PSA supporting children with dyslexia.

23.01.15

Letter from parent/local GP opposing the closure of the dyslexia units.

28.01.15

Letter from school staff raising concerns and questions about the impact of the proposed closure of the unit, particularly with regard to staffing, resources and training.

11.02.15

Letter from a school raising concerns with regard to staff resources and training requirements to meet the needs of learners with dyslexia across Aberdeenshire.

16.02.15

Email from a parent highlighting the positive impact that support received at a dyslexia unit had on child and describing personal experiences at school as a learner with dyslexia.

19.02.15

Letter from a school raising concerns about the impact of the proposal with regard to loss of staff expertise.

19.02.15

Email from a parent describing the increased confidence and progress made by child as a result of attending the dyslexia unit and expressing concerns about the proposed closure of dyslexia units and resulting impact on child.

22.02.15

Email from a parent expressing concerns about the level of support for children with dyslexia in large mainstream classrooms and the capacity of the proposal to promote equality and the duties as stated in the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009).

24.02.15

Email from a parent expressing concerns about the closure of the dyslexia units and the capacity of existing staff in the dyslexia units to deliver support across all schools in Aberdeenshire.

24.02.15

Email from teacher questioning how the proposal will impact on teachers' job remits, capacity of staff and resources to meet the needs of learners with dyslexia.

26.02.15

Email from parent stating that withdrawal of the dyslexia units in the proposed timeframe will result in those children who are severely dyslexic (and who are protected under the Equalities Act 2010) being disadvantaged.

26.02.15

Email from parent raising concerns that the timescale for the implementation of the proposal would leave children without support. Parent also commented on Kellands School's Policy on Specific Learning Disability Units and made reference to additional support needs legislation, in particular that the closure of the unit constitutes discrimination under the Equality Act 2010. Further, the parent expressed a view that the proposed time frame for the closure of the units is in breach of The Additional Support for Learning (Changes in School Education) (Scotland) Regulations 2005.

26.02.15

Email from teacher expressing concerns regarding questions used for pupil engagement.

19.12.14 (prior to public consultation)

Kellands School also submitted a proposal/response with suggested models of service delivery.

In summary, the written responses highlight concerns about:

- the impact of proposed change on pupils currently accessing the dyslexia units
- the capacity of staff and resources in local primary schools to meet the needs of learners with dyslexia
- Continuing Professional Development and training requirements for staff and related timescales for delivery of training programme
- inclusion – examples by parents of perceived bullying and discrimination towards their children
- mental health and wellbeing implications for pupils resulting in low self-esteem and lack of confidence
- meeting the requirements of legislation, in particular The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009), The Additional Support for Learning (Changes in School Education) (Scotland) Regulations 2005 and The Equalities Act 2010 – auxiliary aids and services

### 3.1 Survey Monkey Responses

As part of the consultation process Survey Monkey was used to gather the views of interested stakeholders. The survey included several questions and a list of frequently asked questions. There were 21 responses recorded, however a number of the respondents did not answer all of the questions.

The questions were as follows:

1. Do you wish to skip past the FAQ's?
2. In which role are you completing this survey?
3. Do you have a child(ren) with Dyslexia?
4. Please select which school your child attends or which you have an interest in.
5. Should children and young people with dyslexia be supported in their own schools? If no please give reasons.
6. Do you agree that the support strategies as detailed in 2.3 of the proposal document be accessible in all schools?
7. Do you have any comments/concerns about the proposal? Please detail below.

Question 1. There were 19 responses. 63.16% of respondents viewed the FAQ's and 36.84% chose to skip the FAQ's.

Question 2. There were 17 responses. 64.71% of respondents identified themselves as parents/carers, 17.65% as teachers, 5.88% as senior managers and 11.76% as others.

Question 3. There were 17 responses. 52.94% of respondents selected Yes and 47.06 selected no.

Question 4. There were 16 responses. 37.50% of respondents selected Kellands Primary School and 31.25% selected Crimond Primary School, each of the other 5 schools selected had 6.25%.

Question	Yes	No	Skipped	Comments
Question 5. Should children and young people with dyslexia be supported in their own schools?	40% (4 responses)	60% (6 responses)	11 respondents skipped this question	8 comments were made
Question 6. Do you agree that the support strategies as detailed in 2.3 of the proposal document be accessible in all schools?	75% (9 responses)	25% (3 responses)	12 respondents skipped this question	
Question 7. Do you have any comments/concerns about the proposal?	9	3	9 respondents skipped this question	12 comments were made (2 to confirm there were no concerns or comments and 1 was indecipherable.

#### 4. ASSESSMENT OF THE PROPOSED CLOSURE OF DYSLEXIA UNITS

4.1 An overview of the responses to the 2 options put forward with regard to the proposal is provided below.

##### Option 1 – Maintain the Status Quo

There was an acknowledgement that the status quo was not an option and that a more equitable, transparent, fair and consistent approach was required.

##### Option 2 – The redesign of the support and reallocation of the dyslexia units at Kellands and Crimond Schools to an area model

The general response to the redesign of the support and reallocation of the units was positive with regard to providing a more equitable, transparent, fair and consistent approach. Whereas parents of children, presently attending the learning (dyslexia) units, agreed for the need to improve support in local schools they also expressed concerns about the proposed closure of the dyslexia units, the proposed redesign of services towards an area based model within the proposed timescale and the likely impact on their children.

#### 5. EDUCATION AUTHORITY RESPONSE TO WRITTEN AND ORAL REPRESENTATIONS

5.1 Educational Benefits

The nine area model of Enhanced Provision will provide a fair, transparent and equitable service across Aberdeenshire and will allow all children with



dyslexia to be educated in their own areas with tailored support to meet their needs. The proposed changes and the development of dyslexia friendly approaches will benefit all learners and reduce negative impacts on learners with dyslexia/literacy support needs.

The majority of parents whose children attend the learning (dyslexia) units at Crimond and Kellands expressed a lack of confidence in the ability of their local school to meet their child's needs.

A review of staffing as part of the implementation of the new model of Enhanced Provision has recommended the introduction of nine revised support for learning teaching posts focused on language and literacy development.

These Support for Learning teachers will work closely with NHS Grampian Speech and Language Therapy service and will have enhanced levels of skills and expertise in supporting children with language and literacy needs.

There has been agreement in principle from the Education and Children's Services Senior Management Team and a consultation exercise is currently in process with proposed phased implementation from August 2015.

Following consultation existing staff at Crimond and Kellands Learning (Dyslexia) Units will have the opportunity to apply for these posts as set out within HR policy framework and guidance.

Aberdeenshire's aim is that every effort should be made to ensure that children's needs are met in the local school at classroom level first and foremost. Pupils will follow the same Curriculum for Excellence as their peers, but may need some adaptation to teaching and learning materials on an individualised needs-led basis. Other assistance may be through technology (software programmes), adaptation to timetabling and curriculum flexibility, access to support for learning staff, visiting teachers or therapists, or small group and/or targeted support as appropriate.

All schools are working towards being autism and dyslexia friendly with an emphasis on nurturing approaches. This means that local schools will support a child's language, literacy, numeracy and communication needs; along with their social and emotional development.

Staff will be confident, equipped and supported to meet the needs of all pupils. Training will be provided on a regular basis to all staff. Training to meet more specific individual needs will be provided as required.

Best practice across Aberdeenshire's schools in supporting children with language and literacy needs will be shared widely as part of an authority wide policy and strategy.

## 5.2 Training and Expertise

Supporting learners with language support needs/dyslexia has always been a key priority for all schools/clusters and training has been delivered by Support for Learning teams and Educational Psychology Service on a needs-led basis at a school/cluster level as part of the school/cluster improvement planning process.

In-service training regularly includes sessions on the Addressing Dyslexia Toolkit. Also training will be available on ALDO (Aberdeenshire Learning and Development On-line) for both teaching and non-teaching staff.

The Educational Psychology Service are continuing a rolling programme for Support for Learning Teachers and class teachers as appropriate on the Addressing Dyslexia Toolkit, complementing a comprehensive programme of continuing professional development offered by the authority to school and service staff as part of an overall Additional Support Needs CPD and Training Strategy.

In acknowledgement of, and response to, the concerns expressed by the parents about the ability of the local school to meet their child's needs a particular focus will be targeted towards the referring schools to upskill staff and ensure that appropriate strategies are in place as detailed in their Individual Education Plan (IEP).

The Addressing Dyslexia Toolkit launched in April 2014 is a free comprehensive online resource for all who are involved in the identification and support of learners aged 3-18 years who are showing signs of literacy difficulties. The resource guides staff through the steps from initially identifying some early signs of difficulty in literacy development, ensuring appropriate teaching and support, evaluating that support, and where appropriate, considering whether the term 'dyslexia' is appropriate.

Aberdeenshire Council has two key policy and guidance documents for supporting pupils with dyslexia and these are currently under review and revision in light of the national Addressing Dyslexia Toolkit.

In addition to existing training, the Educational Psychology Service, Support for Learning teams and ASPECTS (Aberdeenshire's Specialist Technology Service) will provide tailored training to those schools who support children currently attending the units. Existing expertise developed by staff in the dyslexia units will also be used to further enhance and increase capacity by supporting staff with training and continuing professional development.

All schools will be expected to;

- include a Dyslexia Friendly Schools approach in the school's development plan
- conduct an audit of current practice
- deliver training and awareness raising

- a Dyslexia Friendly Schools action plan to be established
- the views of parents and children to be included
- the action plan to be implemented

This will assist teachers to meet the on-going requirements for continued professional development as part of the GTCS scheme for Professional Update.

### 5.2.1 Dyslexia Training by The Educational Psychology Service update

2013-14

- Training on to the Addressing Dyslexia toolkit delivered to all Principal Teachers Support for Learning plus input to different clusters dependent upon need or by request

2014-15

- Development of ALDO course for basic training using the Addressing Dyslexia toolkit appropriate for all staff (teaching and non-teaching)
- Update of Pathways to Policy guidelines to support literacy
- Development of GLOW tile to include strategies for support of children with literacy needs/dyslexia
- Input and delivery of training to different clusters dependent upon need or by request
- Training to individual schools and staff affected by Crimond and Kellands proposals through negotiation (June-October 2015)

### 5.3 Information and Communication Technology

Specialist software (Read and Write Gold) has been purchased, and Aberdeenshire Specialist Technology Service (ASPECTS) has trained school and service staff on using the software to support learners experiencing difficulties with literacy through a range of reading, writing and study features.

An individualised programme with specific support strategies and specialised software can be provided, ensuring the needs of each learner are addressed. This includes speech to text, symbols to words, personalised prediction and the use of digitised school books.

The ASPECTS team work to support individual learners with significant difficulties in literacy through bespoke software and hardware packages to ensure access to the curriculum and participation in learning.

Learners with additional support needs, including dyslexia, can be reviewed for SQA alternative exam arrangements and this can be supported by technology. Best practice in the use of digital papers will be shared widely across all primary and secondary schools.

#### 5.4 Inclusion

The new Enhanced Provision nine area model aims to increase capacity at a school and cluster level for all learners including those with dyslexia to ensure greater consistency of, and equity of access to, an improved quality of provision across the authority. The approach promotes the presumption of mainstreaming and access to quality universal and targeted support for all learners in their local communities/areas.

It is best for all children to have their needs met in their local schools and *The Standards in Scotland's Schools etc. Act 2000* indicates that education authorities should provide education to school-age children within mainstream settings, unless certain exceptions apply such as where a mainstream school would not be suited to the ability or aptitude of the child.

Dyslexia support should be fully embedded into each school across Aberdeenshire to ensure all schools are dyslexia friendly and all teachers have the appropriate skills to support all learners via a flexible combination of dyslexia friendly approaches in class along with small group tuition where appropriate.

#### 5.5 Mental Health & Wellbeing

The redesign of the support and reallocation of the dyslexia units at Kellands and Crimond Schools to an area model will provide a more transparent, fair and consistent approach for all learners.

Children with literacy support needs/dyslexia can experience low self-esteem and lack of confidence which can impact across all areas of the curriculum. The proposed changes and the further development of dyslexia friendly environments will improve equality of opportunity and achievement. The mental health and wellbeing of all learners will be further promoted through an inclusive, nurturing educational experience where high quality, dyslexia friendly learning and teaching approaches are delivered to all, with opportunities for targeted support when necessary.

There is evidence across Aberdeenshire that this approach is already working well with learners showing high self-esteem and confidence as a result of effective universal and targeted support within their local schools.

#### 5.6 Resources/Strategies

Aberdeenshire Council strives to allocate its resources in a way that ensures the quality of all of its services. It attaches particular importance to providing the best possible educational experience for all of the pupils in its schools to ensure they receive the right support, at the right time, in the right place.

Learners with dyslexia will be supported in their local schools through recognised supports and strategies aligned to national policy and guidance and to Aberdeenshire's Staged Intervention framework which includes universal support and targeted support.

The definition of universal support at a class level includes support strategies for pupils including the following:

- High quality learning and teaching approaches and environment
- Cooperative learning and active literacy
- Dyslexia friendly environment (including Read and Write Gold software)
- Differentiated curricula (adapted materials)
- Personal learning planning
- Nurturing environment and positive relationships
- Robust assessment arrangements linked to tracking, monitoring and reporting
- Support for learning advice and consultation
- Online electronic Support Manual containing links to all policies and guidance

The definition of targeted support at a school level includes planned support for learning and/or Pupil Support Assistant intervention with advice as required from Educational Psychology Service, partnership with parents and specialist services.

Targeted support in school can also include the following:

- Group plans
- Targeted or shared support from a Pupil Support Assistant
- Alternative assessment arrangements
- Adaptations to materials
- Use of visual supports

#### 5.6.1 Existing staff

Consultation with existing teaching staff at Crimond and Kellands Learning (Dyslexia) Units will continue. They will have the opportunity to apply for teaching posts such as class teacher, Support for Learning teacher or the proposed Language and Literacy Development teacher post as set out within HR policy framework and guidance.

#### 5.7 Transition Planning

The phased implementation of the proposed changes will require a sensitive and carefully detailed planning process for each individual pupil attending the learning (dyslexia) units from August-December 2015 to include;

- A detailed assessment and review of progress to date led by key professionals including classroom observations (June 2015)

- Identification of successful strategies through engagement with pupils, parents and staff (June 2015)
- Audit of learning environment of the referring/receiving local school using the Dyslexia checklist and identification of any gaps in resources, materials and/or training needs (June 2015)
- Delivery of a training programme targeted to needs of all staff (September-October 2015. 5.2.1)
- Development of individual education plan in liaison with parents and key staff within an agreed timescale (August-September 2015)
- Transition and reintegration to local school (October-December 2015)
- Outreach support programme (January-March 2016)
- Ongoing outreach programme (April 2016 onwards)

## **6 EDUCATION SCOTLAND REPORT**

The Education Scotland report is reproduced in full under point 12.

### **Summary**

- 6.1 This proposal has the potential to better meet the needs of children, including those with dyslexia, in their local schools. However, the council has not clearly outlined the educational benefits of the proposal to the children who are currently having their needs met in the dyslexia units.
- 6.2 Parents and staff have justifiable concerns that they do not have enough information about the new enhanced provision model which will replace the dyslexia unit provision for children with additional support needs. They also have justifiable concerns over whether it will be possible to provide appropriate training for teachers in primary schools in time for the proposed implementation date of August 2015 so that equivalent provision is available for children currently in the dyslexia units and that appropriate transitions can take place.
- 6.3 In its final consultation report, the council should clarify the educational benefits for children in the dyslexia units and give more detail about the enhanced provision model. It should also provide more information regarding the future role of the teachers currently working in the units. The council should further consider whether or not the proposed timescale allows sufficient time to ensure that the needs of all children with dyslexia, including those currently placed in the dyslexia units, can be fully met in their local schools.
- 6.4 In response to the concerns raised in 6.1-6.3 the authority has;
- expanded and set out more detailed educational benefits in section 5.1
  - The enhanced transition planning for children returning to their local school will be an improvement on existing practice and procedures.

- developed a Parent Guide to Enhanced Provision which will be available to all parents, schools and partner agencies (available in print or via Council website from 30 April 2015)
- set out in 5.2 and 5.2.1 detail of the training programme with timescales
- set out in section 5.7 the process of transition planning including the development of an individualised transition plan for each child presently attending the units in partnership with parents and through liaison with both learning (dyslexia) units and each local school
- provided more information about existing teaching staff at Crimond and Kellands Learning (Dyslexia) Units in 5.1 who will have the opportunity to apply for teaching posts such as class teacher, Support for Learning teacher or the proposed Language and Literacy Development teacher post as set out within HR policy framework and guidance.

## **7. RURAL SCHOOLS – COMPLIANCE WITH SECTION 12 OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010**

7.1 Section 12(3) of the Schools (Consultation) (Scotland) Act 2010 requires the education authority to have special regard to the following factors when proposing changes to rural schools:

- any viable alternative to the proposal
- the likely effect on the local community in consequence of the proposal
- the likely effect caused by different travelling arrangements that may be required.

Some of the schools within the networks are rural schools. Therefore Aberdeenshire Council has given regard to the above factors.

7.2 Viable Alternatives to Closure

Only one option was considered as an alternative to closure which was to maintain the status quo. This was not considered an option as it does not provide an equitable, transparent and consistent approach across Aberdeenshire, is not in line with national policy and legislative framework around meeting the needs of learners with literacy needs and/or dyslexia.

7.3 Effect on the Local Community

There are no changes to the level of resources that are available as the proposal is about a redesign of the support and reallocation of the dyslexia units at Kellands and Crimond Schools to an area model.

The proposed changes will affect the capacity of both schools.

7.4 Travelling Arrangements

Pupils attending Crimond and Kellands Learning (Dyslexia) Units will be educated at their local schools thereby reducing travel time. Transport will continue to be provided as per agreed Council transport policy for pupils whose base school is not Crimond or Kellands.

## 7.5 Financial Implications

7.5.1 There are anticipated financial implications for a reduced spend in school transportation as an outcome of this proposal.

7.5.2 Any additional costs related to training will be funded on an invest-to-save basis through prioritisation of existing budgets as part of an authority wide capacity building programme as detailed in the Additional Support Needs CPD and Training Strategy.

7.5.3 The proposed redistribution of staffing resources will promote equity, fairness and transparency and ensure a sustainable workforce for the future.

## 8. INACCURACIES

8.1 There are no identified inaccuracies as part of the consultation process.

## 9. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONCLUSIONS

9.1 Section 9(1) of the Schools (Consultation) (Scotland) Act 2010 states that:

*After the Education Authority has received Education Scotland's report, the Authority is to review the relevant proposal having regard (in particular) to*

- (i) written representations received by the Authority (from any person) during the consultation period,*
- (ii) oral representations made to it (by any person) at the public meeting,*
- (iii) Education Scotland's report.*

Officers of the Education Authority have listened carefully to the points made at the public meetings and have considered equally carefully the written representations. The Education Authority's position is set out in this document.



## **9.2 Conclusions and Recommendation**

In summary the two proposals considered as part of the statutory consultation are;

Option 1 – Maintain the Status Quo

Option 2 – The redesign of the support and reallocation of the dyslexia units at Kellands and Crimond Schools to an area model

### **9.2.1 The recommendation of officers is that the Council should adopt Option 2 - the redesign of the support and reallocation of the dyslexia units at Kellands and Crimond Schools to an area model.**

**Public Consultation Meeting**  
**Crimond School and Kellands School Learning (Dyslexia) Units**  
**03 February 2015**  
**6.30 pm to 8.30 pm Crimond School**

Aberdeenshire Council Officers/Elected Members present:

Cllr Isobel Davidson - Chair, Vincent Docherty - Head of Service Secondary Education and Additional Support; Rhona Jarvis - Quality Improvement Manager (ASN) Enhanced Provision, Marian Youngson - Quality Improvement Officer (ASN) Enhanced Provision; Anne Wilson - Depute Principal Educational Psychologist; Carole Sneddon - Project Officer Combined Children's Services; Sharon Napier - Project Coordinator Children with Disabilities; Pat Dinwoodie - Quality Improvement Officer (ASN) Pupil Support; David Cooper - ASPECTS Coordinator; Hilda Creighton - Head Teacher Crimond School

<b>1</b>	<b>Welcome and Introductions</b>
	Councillor Davidson welcomed everyone to the meeting, introduced the Aberdeenshire Council officers present and laid out the format of the meeting.
<b>2</b>	<b>Consultation Overview</b>
	<p>Rhona Jarvis gave a presentation (appendix 1) on the consultation process which detailed the current model of provision and the expectations of service delivery in the future for pupils with dyslexia. The aim is to provide the right support, in the right place and at the right time for all pupils and it was stressed that all schools will provide support for those with dyslexia and autism. The presentation highlighted that some pupils who attend the dyslexia units the distance in which they have to travel daily is unacceptable.</p> <p>Rhona Jarvis explained the principles of Getting It Right For Every Child (GIRFEC) and the SHANARRI wellbeing indicators that children and young people should be safe, healthy, active, nurtured, achieving, respected, responsible and included with the most important being "included" which have informed this proposal.</p> <p>Vincent Docherty explained how the 4 capacities within the Curriculum for Excellence - Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors are the main drivers behind this proposal to ensure that all pupils are supported effectively within their local schools.</p> <p>Rhona Jarvis provided an overview of the national legislative and policy framework highlighting the duties for education and partner agencies and the rights of parents. Under the Equalities legislation the term "reasonable adjustment" was explained with regard to resource and environment factors.</p> <p>Rhona Jarvis provided the definition for Enhanced Provision which refers to appropriate levels of expertise and staffing resources. One of the aims of the Enhanced Provision Project is to upskill staff and improve learning environments across Aberdeenshire. As part of this Project</p>

Wrap Around Care is also being developed to provide support for the wider needs of the child and their family in terms of weekend, after school clubs and holiday provision.

Rhona Jarvis provided an overview of the changes made to the role of the Pupil Support Assistant and allocation of Support for Learning Teachers, how the roles were developed, that staff are employed to work within the cluster therefore they can be moved around to meet the changing needs of schools/pupils and that all staff are now able to access the training necessary to undertake their support role.

Rhona Jarvis informed the numerous consultations over the last three years including the 27 informal Engagement Events held June 2014 in relation to the implementation of the 9 Area Model of Enhanced Provision. Areas are defined by number of clusters with some being stand alone Areas such as Fraserburgh however Peterhead and Mintlaw are a 2 cluster Area and some Areas such as south of Aberdeen city (Portlethen, Stonehaven and Laurencekirk) comprise 3 clusters. An update was provided on current work streams including environmental improvements, development of Continued Professional Development Framework and Training Strategy plus the development of an Enhanced Provision staffing model.

Marian Youngson stated that there would be a comprehensive training strategy for all staff, this would include an audit of current training and identification of gaps in skills/expertise. Training will be embedded for all staff and will include the use of online training for dyslexia and the development of a dyslexia training programme.

Rhona Jarvis took the meeting through the proposal document section by section and noted that Education Scotland would watch this process, how it is managed and will scrutinise the process and information provided. A representative from Education Scotland will be attending the event in Inverurie on 04 February 2015 and plans to hold events for staff, children and young people to gather their feedback on the proposal. There is a list of Frequently Asked Questions available both in the room this evening and online.

Rhona Jarvis explained the ways in which views and comments could be provided by interested parties which include the completion of the online survey on the Aberdeenshire Council website, by email or letter to the addressed within the proposal document. Staff views are very important and we will work with staff during the course of the consultation period and beyond. It is also important that attendees are all aware that their views are important and will be considered and questions will be noted.

Rhona Jarvis explained that the aim of the proposal is to improve the quality of provision across Aberdeenshire, to better meet the needs of a wider range of pupils and that all schools will be dyslexia friendly. In order to achieve this the Dyslexia Schools Framework will be available in all schools and support will be provided to the management team of those schools who refer pupils to Crimond Learning Unit to work through the Framework in order to develop their support strategies and identify any training needs.

Training for staff will be provided on an intensive basis from Easter to Summer 2015 to enable them to support pupils who would have been referred to either of the dyslexia units. There will be a planned reintegration of pupils currently accessing the dyslexia units to their local schools from Easter 2015, this will include the development of detailed individual support plans and support for staff to ensure they feel competent and confident to support returning pupils. Support for Learning staff will provide an outreach model of support during this process and going forward.

	<p>Educational Psychology Service plus the SfL team will be involved in the development and delivery of training for primary and secondary staff, including PSA's.</p> <p>Rhona Jarvis highlighted that this proposal was in line with the national agenda for Scotland and not just for Aberdeenshire Schools. A list of useful websites for information in relation to dyslexia was provided.</p> <p>Councillor Davidson confirmed that this consultation is being held in accordance with the Schools (Consultation) (Scotland) Act 2010. Period of consultation runs until 26 February 2015, allowing time for comment. Acknowledgement was made of the legal process which must be followed to inform a decision by Committee on the implementation.</p>
<b>3</b>	<b>Questions from the Floor</b>
	<p>Councillor Davidson welcomed questions from the floor and asked that participants state their name to aid the minute taking process.</p> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>• I can't understand that if you have identified that children need quiet space why you want to stop using the small units?</li> </ul> <p>Cllr Davidson replied that the new model will mean less travel time for children and the support they receive will be at their local school.</p> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>• I don't know if a large class setting is right for children with dyslexia. Technology is great but how long does it take children to build the skills they need to use the technology. My son lacked confidence in the large class but grew in confidence in the dyslexia unit.</li> </ul> <p>David Cooper from ASPECTS responded that there is technology in every class room within Aberdeenshire schools and that all staff are encouraged to use the technology with all children, even those who are not diagnosed with dyslexia. Children tend to be more "tech savvy" than us and build the skills more quickly. The technology we use is used in universities therefore we are supporting children from primary 1 upwards to build their confidence in using the technology that they can continue to use throughout their learning/education.</p> <p><b>Teacher (Dyslexia Unit)</b></p> <ul style="list-style-type: none"> <li>• Is the technology going to voice activated?</li> </ul> <p>David Cooper from ASPECTS stated that voice activation technology is already in place for Read and Write Gold and that we are 95% of the way to voice activation, however it can take a long time for the software to recognise the user's voice and with our dialect differences it makes it harder for the technology to learn. Dragon learns each person's nuances but it does take perseverance on behalf of the child/adult using the technology.</p> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>• My son's school is not fit for purpose, so how do you propose to ensure the school is made dyslexia friendly.</li> </ul> <p>Rhona Jarvis replied that there will be a visit to every school and an audit will be carried out so that any reasonable adjustments to the environment can be made. Reasonable adjustments can make a significant difference to the learning environment.</p>

**Parent**

- You want every school to be dyslexia friendly but given that it is not fit for purpose you will fail with this school.

Rhona Jarvis replied that making a school dyslexia friendly is not just about the environment it is about the strategies used too.

Cllr Davidson added that this particular school does have its challenges which we will be looking at closely and that it might not be possible for every child to attend the school but highlighted that there are other “local” schools which could be accessed for the right support.

**Parent**

- You mentioned that it will be 6 months until the dyslexia unit's close, but how long will it take you to train 9 teachers in supporting children with dyslexia?

Rhona Jarvis replied that an audit was required of the skills that teachers already have in place to enable identification of the training needs. Existing training would be utilised, tailored and intensive training for those schools who support the children currently attending the unit will be developed through working closely with educational psychology and ASPECTS. Inset days and additional days for training will be utilised for the delivery of training. The aim is to deliver training from Easter 2015 to Summer 2015 and there is an expectation that teachers with the expertise e.g. from dyslexia units, will be utilised and these teachers will also provide outreach support to schools.

**Parent**

- Will teachers want to travel to do the outreach?

Rhona Jarvis replied that she was not able to comment on individual teachers preferences, but that ideally we want 9 teachers across Aberdeenshire skilled up in the strategies required to support children with dyslexia and that they would act as champions, cascading training and support to the wider school team. It should be acknowledged that we have expertise in many areas therefore we are not starting from a point of no skills in supporting those with dyslexia in the class room.

**Grandparent**

- How will 9 teachers cascade the training and at what age is dyslexia identified?

Rhona Jarvis replied that initially we will be looking at the plan around each child who is currently supported by the dyslexia units to enable each child to receive the support that they will require to return to their local school. Following this process for transitioning back to local schools we will look at cascading and supporting training for all staff at the level appropriate to their needs and the needs of the pupils.

Cllr Davidson replied that the age of diagnosis would vary for each child as it can take time for the problem to be identified and that other aspects of development also need to be taken into account.

Ann Wilson, Depute Educational Psychologist responded that the Support for Learning teacher would work on the identification of literacy problems and where appropriate the diagnosis of dyslexia. This process would be supported by input from Educational

Psychology service where required. The diagnosis is described as an ongoing issue with literacy despite good teaching and support.

**Parent**

- When children move from primary to secondary school will you pick up those who have been missed in terms of dyslexia?

Cllr Davidson replied that the aim and hope would be that more children would be identified earlier through staff having the training they require to be able to identify issues around literacy.

Vincent Docherty replied that the proposed model was fundamentally about equity and transparency of services. If we keep moving to 1:1 support or very small group teaching which removes children from their local schools we are not being guided by research which would not support this method of teaching as an effective method. We are aiming to modernise our resources, with the presumption of mainstream at the heart where children progress most effectively when exposed to their peers. We require skilled teachers in each of the 9 areas as this is the way to access support from schools most effectively. We understand that there is a training aspect to the proposal and that it will take time to instil but we will be in a better position to globally and holistically meet the needs of each individual child.

**Parent**

- There are not enough units if children have to travel but why are you going to put another unit here if you are closing the dyslexia unit – referring to Specific Language Impairment Service.

Rhona Jarvis replied that we recognise the good practice with the dyslexia units but we need to reach more children and this is why we are proposing a reallocation of the available resources.

Vincent Docherty clarified that the term “unit” was perhaps not helpful it is more about the service/support available within schools.

Rhona Jarvis responded to say that NHS discussions to date had not agreed the specifics around the development of an additional Specific Language Impairment Service. She emphasised that a Specific language Impairment and dyslexia are very different conditions or additional support needs. Research evidence from health around Specific Language Impairments about what works is significant and there are direct links to adult prison population. NHS partners do not work with children with dyslexia in the same way as they do with regard to children and young people with a Specific Language Impairment.

Cllr Davidson reminded the audience of the focus and purpose of this consultation and stated that it was therefore inappropriate to discuss other subjects/matters.

**Parent**

- If the budget at present does not have the money to have more dyslexia units why have free school meals for primary 1-3 been implemented, surely the money would be better spent on PSA's?

Cllr Davidson replied that the authority had received £1,100,000 from the Scottish Government to implement the free school meals and the local authority does not have a

choice as to whether or not they are provided. Money has also been provided to upgrade the catering service infrastructure for improvements to and installation of kitchens.

**Parent**

- Children will not get to come to the unit due to the budgets.

Cllr Davidson replied that this will be a fairer service for all children but perhaps you do not see it as fair for your child.

**Parent**

- No I am happy that you are doing this for all children, but what happens if this fails, what do you have on the back burner?

Rhona Jarvis replied that we know this works in many other schools across Aberdeenshire. The 2 clusters with the dyslexia units have additional staffing allocated which is not available elsewhere. This proposal is not about budget cuts, it is about the reallocation and redistribution of staffing as part of a wider improvement plan.

**PSA/Parent**

- What way is the classroom environment going to change to suit a dyslexic child?

Anne Wilson replied that the Educational Psychology Service are looking at dyslexia friendly classrooms, every classroom will become dyslexia friendly rather than creating places for children to go. Expertise will be used to develop a dyslexia friendly classroom blueprint.

David Cooper replied that Text Help, an industry leader, is on every computer across Aberdeenshire, there is also an application allowing smart phone cameras to take a picture of text and text help can then read it out loud. Books are available online for print disabled children and other barriers are being taken down to support children with dyslexia.

**PSA/Parent**

- I can't see in a practical way how this will work.

Rhona Jarvis replied that improvements for all children are underway with audits visits having been completed looking at the needs of autism and dyslexia, disaffected learners and the physical needs of pupils and staff as well as technological support. Adaptations in schools include quiet spaces being developed, black out blinds and sensory spaces in current building as well as in new build schools. Rhona Jarvis explained that a head teacher she visited doesn't refer children to the dyslexia unit as the head teacher finds it difficult to reintegrate children back into their classes and prefers to run small group sessions for targeted support.

**PSA/Parent**

- You talk of the transportation, who are the children being transported as there are none at Crimond.

Cllr Davidson replied that the enhanced provision project is trying to improve resources for ALL children.

**Teacher in unit and a parent**

- There is only one computer in the classroom and the class only have one slot a week in the ICT suite. I can't see how this is going to work and who is going to pay for it all?

David Cooper replied as of April this year (2015) text help will be available to install at home for Academy pupils. The issues with ICT refresh programme are currently being resolved meaning all schools will have up to date ICT.

Rhona Jarvis added that ASPECTS has had their team double in size and budget increased to develop training and investment. This will enable ASPECTS to ensure software is being effectively used by staff and students and each school will receive a re-visit and continued training. Technology is the way forward and the improvements to ASPECTS was one of the first pieces of work to be completed.

**Parent**

- There are probationer teachers throughout my children's school and my children have had a probationer teacher year on year. They do not pick up specific needs and if they did children would not be in places like Crimond. How far forward are you with giving probationer teachers the skills to deal with dyslexia?

Anne Wilson replied that new teachers have less experience but by looking at dyslexia friendly schools we are hoping the experience throughout the school will support new teachers. There will be more awareness across schools and there is already really good work being done. Children with dyslexia talk about in class support and there is a lot of creativity in classrooms.

**Parent**

- When do you propose to shut the unit?

Rhona Jarvis replied that the decision would depend on the outcome of the consultation and Education Scotland's report. In the meantime the authority would be looking at a six month implementation plan from October 2015 to ensure continued support for children. We are recommending that new referrals will be supported in an outreach model with a bigger picture of enhanced provision being nine skilled teachers across Aberdeenshire who will be skilled up in all aspects of language and communication. The two models we have been in place for twenty-six years and perhaps have not filtered through in a way that would have been expected. For example it would be expected that Kellands would be a flagship school with all staff skilled but this is not the case. The model of sending children elsewhere does not skill up all staff.

**Parent/PSA**

- Will there be extra PAS's in school as there is an expectation of more relief PSA's as there are so many children it's a job to help all children that are asking for help? How are we expected to do this as well as everything else?

Rhona Jarvis replied that the allocation of PSA budget is set and will stay within the formula of Need, Roll and Deprivation (40.30.20) and by using the formula the indicative allocation for Crimond will identify what support is required. PSA allocation is set for the cluster and LMG (Local Management Group) can redeploy staff as required. In February and March an audit of needs gives the picture for August. This is a moderation exercise that is fair and equitable. It is reviewed every three years from Scrutiny and Audit and full review every five years. The formula has been refined but depends on a skilled and flexible workforces. For PSA's dyslexia training is one of the core training areas and is fundamental to supporting children in all aspects of the curriculum.

**Parent/PSA**

- How much extra support is going to be put into classes as there is not much in the proposal, how much additional time will this proposal take up for staff and when is a class teacher/PSA be given for this extra workload?



	<p>Rhona Jarvis replied that the Scot Ex Ed returns and the SEEMIS system collate numbers pupils and staff data. All this information is factored into the formula and decisions are made at the LMG and with the Head Teacher of the school. Children’s needs fluctuate and provision and support moves around daily.</p> <p>Councillor Davidson replied that there will be no extra staff as there are huge budget savings to make and this proposal is about the best use of staff.</p> <p><b>Parent/PSA</b></p> <ul style="list-style-type: none"> <li>• Why are units not kept open until success of the nine area model is evident? Use expertise and units to support the implementation.</li> </ul> <p>Councillor Davidson replied that the formal consultation can’t stop now it is now underway and there is a need to have expert staff across Aberdeenshire.</p> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>• The Speech Therapy Unit that you have mentioned what is the cost implication to the Local Authority?</li> </ul> <p>Rhona Jarvis replied that the funding is through NHS Grampians Speech and Language Therapy department and NHS Grampian community based team as well as Local Authority funding to support children.</p> <p>Cllr Davidson explained that we are inspected to ensure that we are meeting the targets that we have set ourselves as a local authority, therefore the dyslexia provision would fall within these inspections. We have internal audits by Councillors and Committees, and Head Teachers are often asked by both the aforementioned, how they are meeting learner’s needs. There are regular reviews of service delivery and learning and teaching.</p>
4	<b>Next Steps</b>
	<p>Councillor Davidson highlighted that the consultation documents are available on the Aberdeenshire public website and the consultation will be open to comment until Thursday 26 February 2015. The stakeholders were also advised of the different methods by which they can make comments or provide feedback on the proposal – online survey, email to the email address provided on the proposal document or by letter to Rhona Jarvis (address provided within proposal document).</p> <p>Councillor Davidson thanked all present for coming and commented on the high turnout given the poor weather and road conditions.</p>
5	<b>Close</b>
	<p>Councillor Davidson closed the meeting and thanked everyone for their participation.</p>

## Appendix 2

**Public Consultation Meeting  
Crimond School and Kellands School Dyslexia Units  
04 February 2015  
6.30 pm to 8.30 pm Kellands School**

Aberdeenshire Council Officers/Elected Members present:

Cllr Ron McKail (Chair), Vincent Docherty (Head of Service Secondary Education and Additional Support); Anne Marie Davies (Quality Improvement Manager - ASN); Rhona Jarvis (Quality Improvement Manager - Enhanced Provision), Marian Youngson (Quality Improvement Officer ASN - Enhanced Provision); Louise Goodall (Depute Principal Educational Psychologist); Carole Sneddon (Project Officer Combined Children's Services); Sharon Napier (Project Coordinator Children with Disabilities); Pat Dinwoodie (Quality Improvement Officer (ASN) Pupil Support); David Cooper (ASPECTS Coordinator); Graeme Mollison (Kellands Head Teacher)

Ken McAra (Education Scotland HM Inspector) - Observing

Apologies: Douglas Milne (Area Manager - Garioch)

<b>1</b>	<b>Welcome and Introductions</b>
	Councillor McKail welcomed everyone to the meeting, introduced the Aberdeenshire Council officers present, laid out the format of the meeting and stated that there would be ample opportunities for stakeholders to ask questions during the session.
<b>2</b>	<b>Consultation Overview</b>
	<p>Rhona Jarvis and Anne-Marie Davies delivered a joint PowerPoint presentation setting the context within a large improvement agenda, detailing the background of the extended review of provision, including enhanced provision. The aim is to ensure equity, transparency, fairness and consistency across the whole of Aberdeenshire, including the learning environment, ethos, approaches used and ensuring all schools are dyslexia and autism friendly.</p> <p>An overview of the national legislative and policy framework was provided ASL legislation 2004 (as amended), GIRFEC/C+YP Act 2014; and Equality Act. The principles of Getting It Right For Every Child (GIRFEC) and the SHANARRI wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included) with the most important being "included" which have informed this proposal.</p> <p>The Additional Support for Learning Act 2004 (amended in 2009) gave parents the right to make a placing request to independent special school and the Equalities Act 2010 includes duties on the local authority to make "reasonable adjustments" to policy, environment and learning and teaching to enable the needs of pupils to be met.</p>

	<p>The ethos of enhanced provision was explained and that this is not a base or building but more focussed on staffing and their expertise providing a continuum of support for all pupils with the presumption of mainstream being key. One of the aims of the Enhanced Provision Project is to upskill staff and improve learning environments across Aberdeenshire. As part of this project, Wrap Around Care is also being developed to provide support for the wider needs of the child and their family in terms of weekend, after school clubs and holiday provision.</p> <p>As part of the wider review the role of the Pupil Support Assistant was reviewed and it is now more flexible and staff are recruited to the cluster rather than to individual schools. This enables staff to be deployed to where the support is required. There were also 27 engagements held across Aberdeenshire in relation to the development of the 9 Area Model of Enhanced Provision which provided the lead into this Statutory Consultation process.</p> <p>Education Scotland have a key role in ensuring that due process is followed, the note of this meeting will be included in our report to Education Scotland and to Education and Children's Services Committee.</p> <p>A staffing model for Enhanced Provision is being developed, therefore the aim is not to reduce the number of Support for Learning staff but to protect their roles. In addition we need to ensure that staff have the skills and training that they require in order to meet the learning needs of all pupils. A substantial amount of work has been carried out in order to develop a comprehensive training strategy for all staff, the training will be tailored to the needs of each staff group, including ancillary, janitorial, administration and catering staff.</p> <p>Rhona Jarvis took the audience through the proposal document section by section and noted that Education Scotland would observe this process, how it is managed and will scrutinise the process and information provided.</p> <p>Rhona Jarvis acknowledged the skills and expertise within each of the dyslexia units but the aim is to reach more children with dyslexia. Rhona went on to explain that there would be a phased process, post Easter for the pupils currently accessing the dyslexia units which would include transition planning, the development of individual packages of support and training for staff. The return of pupils to their own schools would take place post October, if the proposal is approved by Committee. There is also a duty of care for staff and they will be reallocated with no job losses being considered, but the hope would be that their skills and expertise will be utilised across the 9 Area Model.</p> <p>Rhona Jarvis reiterated that the aim of the proposal is to better meet the needs of all pupils and that the outreach model of support will increase capacity. The current model with significant investment over a long period over many years has not permeated out and had the wider impact as should have been expected, therefore we will work closely with those schools who make referrals to the dyslexia units to audit staff skills and knowledge, identify gaps in training and expertise, ensure class rooms are all dyslexia friendly and to ensure that each school receives the support that they require. This will be supported by the educational psychology service and will include an intensive training programme for staff and support in the form of technology.</p> <p>Rhona Jarvis shared a list of helpful websites and highlighted the Aberdeenshire guidelines available for parents, carers and staff. Rhona Jarvis highlighted that this proposal was in line with the National agenda for Scotland and not just for Aberdeenshire Schools.</p>
<b>3</b>	<b>Questions from the Floor</b>

Councillor McKail welcomed questions from the floor and asked that participants state their interest to aid the minute taking process.

**Parent**

- Our child received a lot of support from their local school but it did not work and our child lacked in confidence and his reading was not progressing. Since moving to the unit at Kellands our child has grown in confidence, is able to read and has a group of friends who have similar abilities. There is a demand for more dyslexia units and spreading the service seems to be a fundamental flaw as our child returning to their own school will not work.

Rhona Jarvis replied that we are looking at very best practice and for 26 years other schools have been supporting pupils with dyslexia and the aim is to share the expertise from these schools and from the dyslexia units to ensure fair and equitable approach. Rhona Jarvis also stated that she would be interested in looking at this particular pupils experience more closely in order to identify what did not work prior to the move to the dyslexia unit.

**Parent**

- Teachers do not have the time to do the work that is needed to support pupils with dyslexia, but when our child moved into the unit the difference was almost immediate with less homework dramas.

Rhona Jarvis responded that we would like to review these cases, the processes followed and to learn from them.

**Parent**

- These units work so why don't we have more of them?

Rhona Jarvis replied that the aim is that more children will have access to the supports that your children have benefited from.

**Parent continued**

You have been doing this since 2009 so why is it not working?

Rhona Jarvis replied that the Act was amended in 2009 which provides parents with the right to make a placing request, it is not that we have been working on this project for the 9 Area Model since 2009. We have been reviewing how to meet the needs of all pupils and the dyslexia units sit as part of this wider review.

The Dyslexia Toolkit is the guide that we are following and this is an area that Education Scotland want to be developed. A diagnosis of dyslexia can be helpful but we need better identification of actual learning needs. We will be targeting schools where children will be returning to and taking the best practice from other schools who are managing to support children with dyslexia.

**Parent**

- What happens when children return to mainstream?

Louise Goodall responded that the transition of each pupil will be managed on an individual basis as each child's needs during this phase will be different.

Rhona Jarvis stated that there will be an investment in training for staff and this will be intensive and targeted for each individual child who is moving from the dyslexia unit back to their local school.

Louise Goodall highlighted that every child in primary 7 leave the dyslexia units during their last term to join their peers prior to moving to the academy.

**Parent**

- We had to fight for a diagnosis for our child, but this made sense of the problems that our child was experiencing. Our child has been attending the unit since August and I cannot begin to explain the transformation. It will be an uphill learning curve for your mainstream teachers to get them to the same level as those within the dyslexia unit. Our child's previous class had children with behavioural issues which impacted on all the children. You say there will be training and online resources that teachers can access but will they do it? I had to try and educate the teachers in my child's school. What about the clusters who do not refer to the units, does this not ring alarm bells? As for ASPECTS how do you get hold of them – I am still waiting for resources and answers.

Anne-Marie Davies replied that it was not possible to comment on specific cases but if what she was hearing re the situations described was accurate, this was not acceptable and confirmed that we would be looking at the approaches every teacher should be using.

Anne-Marie Davies highlighted that the assessment data would suggest that other schools are identifying pupils with dyslexia and dyslexic tendencies and are in a position to support them. If teachers are not employing the appropriate strategies we will need to address this.

Anne- Marie Davies also responded that the proposal is with a view to addressing the big picture but acknowledged that individual pupils are important too.

**Parent**

- What is the 9 area model that you have mentioned?

Rhona Jarvis responded that there are 6 political areas, 17 clusters and 4 special schools and a Kaizen Blitz in 2011 looked at improving services for all children and young people. Where good support was evident there was a co-location of services such as play groups, nursery provision, schools and social work, with this in mind the development of Community Resource Hubs was agreed. However, the geography of Aberdeenshire and the current distribution of services did not lend itself easily to the Hub model therefore it was agreed that the 9 Area Model was the way forward. There are some standalone clusters such as Banff so it will be the Community Resource Hub and Enhanced Provision, Peterhead and Mintlaw is a two area cluster therefore Peterhead will be the Community Resource Hub and Mintlaw will be the Enhanced Provision. The 9 Area Model enables us to increase capacity, this will included the expertise within special schools being shared through an outreach/in-reach model. Westfield school has demonstrated that this model works, there is currently a 0-3 nursery, community wing and there will soon be a Family Resource Centre on the same site and the school will be refurbished summer 2015.

Rhona Jarvis provided case studies where the support from the Community Resource Hub has been effective.

One young person was provided with an assessment placement at Westfield with a plan to reintegrate back to their local school within 2 years.

One young person with English as an additional language was referred to Westfield as it was not clear whether their learning needs were due to a learning disability or due to learning a new language. This young person has been supported to learn coping strategies that have enabled him to return to his local school.

Support for Learning teachers have a language and literacy focus and staff are skilled up in language development to make sure each of the 9 Areas have the skills they need to support the 9 Area Model of support.

**Parent**

- 9 Area Model, what does this mean?

Rhona Jarvis explained that if you live in an area of you will get local support, it is not about sending children elsewhere - there is a presumption of mainstream supported by a continuum of support. Parents have asked for needs to be met locally.

**Parent**

- You have ½ the equation, you are not taking account of the need for specialist learning with people of similar abilities.

Rhona Jarvis replied that the first port of call is for mainstream school within the local community for the pupil and schools will be dyslexia friendly.

Louise Goodall responded that there would be different levels of training for staff, including teaching, non-teaching and PSAs. All teachers will make use of the dyslexia toolkit and Support for Learning teachers have a greater knowledge and dyslexia unit teachers will be able to share their knowledge and expertise. The proposed support model would be the same as other schools but we are aware that there might be a training need in the schools most affected and will therefore deliver targeted training in these schools e.g. Kemnay, Inverurie, Westhill, Strathburn and St Andrew's. Enhanced Provision will offer additional supports for children so that they are able to access a continuum of support through either mainstream, enhanced provision or community resource hubs.

**Parent**

- Our children have been identified as having extreme needs and have moved to Kellands, so how will you meet this level of need in a rural school?

Louise Goodall replied that we should be meeting those needs locally. Inverurie has had a unit for a long time and it will be an emotional wrench if the proposal is accepted, however if the unit closed we will be providing support to those schools affected by the closure first and foremost.

**Parent**

- I would echo what some families have experienced, my child had support from their teacher in a small school setting but they still made little progress. They moved to Kellands and in the last year they have made significant progress as all the teaching is done in a dyslexia friendly way and by extracting children to join small groups, will you still do this in the new model?

Anne-Marie Davies replied that on occasion this will still happen, there are young people who require something different and we have a range of children with flexible learning pathways in place who move in and across different supports throughout their school week.

**Parent**

- Are the most affected children being disadvantaged by this proposal?

Anne-Marie Davies replied no, support through ICT even in some of the small rural schools has been well utilised to support learning.

David Cooper from ASPECTS stated that in the last 2 years Texthelp read and write gold has seen major investment and is used in tertiary education establishments. 95-99% of pupils with literacy issues find that this software works for them and for those that it does not fully support in their learning there are other resources we can introduce.

We are now in a position, through increasing licence numbers, to provide a copy of read and write gold for home use for Academy pupils. We are also working with educational psychology service to look at the Nessie software which supports literacy development and if the feedback is favourable we will purchase for all schools. The products we are using are proven products and resources.

**Parent**

- Is this software free?

David Cooper replied that it was free to pupils but not to the local authority.

**Parent**

- Directed to Marian Youngson – would you have referred a pupil to a unit if it had been available to you when you were a Head Teacher?

Marian Youngson responded that she would prefer not to make referrals to a unit and had not done so even when they were available to her, one of my colleagues in the catchment area for Kellands has not made a referral for the last 5 years, this would suggest that support can be provided locally.

**Parent**

- Can you go back to the 9 Area Model, would Kintore be an Enhanced Provision Centre?

Louise Goodall replied that Strathburn Primary School would be the Enhanced Provision Centre for Inverurie.

Anne-Marie Davies responded that enhanced provision is about meeting a range of additional support needs and the dyslexia unit in Kellands School is not designated for that purpose.

**Parent**

- We seem to be taking away something that is working.

Rhona Jarvis replied that we are promoting equity, and fairness as a key principle and the wider review has led to a policy decision being taken on the model which meets the widest range of needs. Historically there was a devolvement of resources which led to differences in each area as each area made choices about the support they thought was most required. For example

Peterhead had developed a behavioural unit resource but this has now been reallocated/redesigned by cluster headteachers as an outreach model of support which is able to meet the needs of more pupils than the in-reach model had the capacity for.

**Parent**

- Did you ask parents what they want?

Rhona Jarvis replied that there were numerous consultation events over the past three years and in June 2014 we hosted 27 engagements across Aberdeenshire to gather the views of parents and staff in relation to the 9 Area Model.

Carole Sneddon said that she could provide the dates of the events and their locations if anyone would like this information.

**Parent**

- You mentioned that Strathburn would be the enhanced provision for Inverurie but they told us that they do not specialise in what my child needs and his needs would not be met there.

Rhona Jarvis responded that she would disagree and stated that this message should not have been given and reiterated that the new model of Enhanced Provision and support is the way forward, and there is an expectation that all schools should be able to support pupils with dyslexia.

She told parents that Aberdeenshire Council are passionate about meeting pupils needs and wished to reassure everyone that the process of changes to any provision would be sensitively and carefully implemented and managed always putting pupil needs first.

**Parent**

- What is the timeline for what happens next if this proposal is accepted?

Enhanced Provision is a 2 year project with phase 1 being 2014-2015 and phase 2 being 2015-2016. The review of the ASPECTS service has been completed and there will be a phased implementation for the each part of the project. The Statutory Consultation process takes 4-6 months to conclude therefore we will begin the process for the dyslexia units from Easter 2015. This will include looking at each pupil currently attending the dyslexia units individually and developing a support plan to meet their individual support needs. We will also be reviewing the pupils who have been referred for a place within the units to identify the support they require in order to continue their education within their local school. We have a notional 6 month timeline but this will very much depend on the individual needs of each pupil and if we need to extend the transition period to ensure that all supports are in place we will.

**Parent**

- You mentioned that you need to go back to Committee, but will all aspects of support be in place before pupils move back to their local schools.

Rhona Jarvis replied that supports would need to be in place in the referring schools and staff would need to be confident in the skills that would be required for those pupils returning from the units.

**Parent**

- Will teachers retrain?



Rhona Jarvis replied that it is a requirement under GTC that teachers update their training and there is also a clear policy around their responsibilities re literacy which impacts on all aspects of the curriculum. Staffing does not remain static so we need to train more staff – training is not optional and staff cannot choose whether they opt in or out.

**Parent**

- I can't agree with Educational Psychology Service's statement 'One Education for One Child'. There are primary 5s and 6s who couldn't read until they attended Kellands. They received 20 mins per week of support and were in a class of 30, my child couldn't handle it. How can teachers deliver when training will take a year, Kellands is his last chance, is my son not deserving of an education?

Rhona Jarvis replied that the team working around a child (PSA, Teacher and SFL Teacher) will receive training immediately. There will be strategies in classrooms, targeted support and group situations tailored to each individual child.

**Parent**

- My son can't read grouped with a child jumping off a wall. It's a no win situation.

Louise Goodall replied the proposal will take staff and train them, allowing children to access support in their own class, providing a better service.

Rhona Jarvis replied there has been a lead in time since 2009 when amendments to the Education Act were changed and implemented.

**Parent**

- When my child goes back into his school he will be the only child with dyslexia. He needs as much time in the unit to cope with his dyslexia and grow his confidence. He will be going back to the same situation as "dummy of the class".

Anne-Marie Davis replied that as an authority our policy is not to extract children, keep them in a unit and then send them back. Your concerns are what we are trying to address. His needs will be perceived and there will be a commitment to look at your child, the strategies that work best and a school audit of training needs for those who have never worked in a setting without dyslexia units. There will be officer engagement and support to the school to ensure we don't go back to an unchanged model.

**Parent/Teacher**

- I agree with the big picture, but I can't see how it works in reality. In 7 years the support has not been good and consistency is an issue. If a teacher leaves a class to support a child, does the PSA take over the class? I agree with the proposed model but to complete the implementation within 6 months in every school in Aberdeenshire is not possible.

Anne-Marie Davis replied that the implementation will be 6 months for your children's schools and the big picture is important.

Vincent Docherty replied that dyslexia is a national issue and staffing is key. Be aware that there is a statute to ensure your child's needs are met. Dyslexia is a facet of learning. Peer group learning and the learning environment develops learning needs. What happens to a child with no facility or parental support? Equity and distribution is our responsibility. Throughout this consultation your child is most important. As an education service we must deliver, we will not renew the service but have to upskill staff. We need to ensure more children with these learning

difficulties are in mainstream, supported with what resources we have. Delays are inevitable, but children move on to secondary school, college etc where it is more difficult.

**Parent**

- Describe the dyslexia model specifically.

Rhona Jarvis replied that all schools will become dyslexia friendly.

Louise Goodall replied that there will be different levels of training as dyslexia fits into a bigger model. A PSA will receive one level of training, a class teacher another level, etc. The toolkit will be used by all using green, amber, red, locally you have red, in other areas this is not delivered. The model for this area will be the unit at Kellands will close and dyslexia delivery would be the same in every school. There will be a greater training need and we will tackle areas that need it first and those affected by this consultation. We will be delivering things locally, so training here would be in Inverurie, Kemnay and Westhill. In Inverurie, St Andrews School is the Community Resource Hub with Kintore, Crombie and Strathburn schools, Inverurie, Westhill and Kemnay academies as the Enhanced Provision Centres. In different areas there are different ways of support and this is why we need equity.

**Parent**

- Dyslexia friendly schools will not happen because it is difficult in a class of 30, I feel sorry for the teachers having to deal with 30 children plus 2 or 3 children with additional support needs. A child is not going to get a fair education, staff cannot cope with violence, closing the unit is not going to benefit anyone.

Anne-Marie Davies replied that if the unit has been running for 26 years in this cluster, but may not have had the impact in terms of developing practice across all schools (although many in the cluster have been doing so). Inverurie is in a different situation as there is a special school. This may have meant that historically there has been less challenge to mainstream schools to meet more complex needs despite the fact it is the right of all children to attend their local school. This may have had implications for the professional confidence and competence for teachers

The new area model ensures the right of all children to access a local provision, but also receive the support they need along a continuum of provision. Community Resource Hubs will support children with the highest level of need through both in-reach and outreach. Enhanced Provision Centres will support children with significant needs.

If, after 26 years, schools still feel the need to refer to a dyslexia that suggests something may be wrong i.e. schools may still lack capacity and confidence to meet the needs of pupils with dyslexia. We believe the new model can promote the osmosis of this capacity and confidence.

**Parent**

- My child had to move schools as they had issues with language, but Kellands is fabulous. It has made a massive difference. There are 5 children in Kellands and 6 months to implement your proposals. Why can't you keep the unit if the money is there? Parents are upset with the fight and are understandably emotional, it is perceived that this is a done deal.

Rhona Jarvis replied that this is not a done deal. Whilst I acknowledge the good work and practice that has taken place at Kellands the aspiration is that this would be spread across the whole authority.

	<p>Marion Youngson replied I worked for 6 years in Stonehaven that didn't have a specialised unit. We had a specialised teacher and she would work with a number of children and also staff and parents to meet the child's needs. You may disagree with this model but a school without a unit can work, I have experienced this. Many teachers have experience and we are not starting from scratch. We should support Head Teachers who have a knowledge and an interest in special needs to more proactively share good practice. The ethos of a school is important and using words like stupid, etc. needs to be addressed. Children need to be educated in accepting and understanding additional support needs. When we move on into the big world reality will hit eventually. Head Teachers must make staff aware of the framework, it must be a top down approach, to be continually revisited and there must be engagement with parents.</p> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>Schools don't refer, I had to fight for my child to come to Kellands. The Scottish Government policy "One School for All" doesn't work. It is delaying the inevitable when they go to the Academy they will have to give it a go. We have an ASPECTS computer and no-one knows how to work it. It is too difficult for my child to use and it was handed down to us by Inverurie Academy.</li> </ul> <p>David Cooper replied that the ASPECTS team has doubled in size and training is available on ALDO. I respect it may be the case the team have not been out to you, but we cover Aberdeenshire and communicate with schools directly. The hardware that has been given out could be old and the school did not follow policy if they did not hand it back to ASPECTS. May I speak to you individually afterwards?</p> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>I would like to thank parents for their kind words and it has been a privilege to work with hundreds of children over 21 years. The situation is "wards" versus intensive care.</li> </ul> <p>Parent s applauded this comment, Rhona Jarvis replied this is a dependency model, if you have wards (hospital) you will fill them, there are teachers who rely on units like Kellands but the impact more widely is not happening. We all entered into this job for the children and it is not our business to put vulnerable learners at risk and as such we will ensure that the transition is carefully managed.</p> <p>Councillor McKail thanked everyone for their questions.</p>
<b>4</b>	<p><b>Next Steps</b></p> <p>Councillor McKail highlighted that the consultation documents are available on the Aberdeenshire public website and the consultation will be open to comment until Thursday 26 February 2015. The stakeholders were also advised of the different methods by which they can make comments or provide feedback on the proposal – online survey, email to the email address provided on the proposal document or by letter to Rhona Jarvis (address provided within proposal document).</p>
<b>5</b>	<p><b>Close</b></p> <p>Councillor McKail thanked all present for coming and acknowledged that this was difficult for some parents and hoped that their questions had been answered. Councillor McKail also thanked the officers present for their contribution.</p>

### Appendix 3

School	Kellands School	Crimond School	Kintore School	Crombie School	Dales Park School
1) What supports have you found helpful?	<ul style="list-style-type: none"> <li>• Reading rulers</li> <li>• Coloured overlays</li> <li>• Coloured paper to write on</li> <li>• Miss Wilson helps with words splitting them up</li> <li>• Toe by Toe used in class</li> <li>• Helpful that you are with other people are disabled, my old school didn't help me</li> <li>• Spelling – on board highlights, they are easier to see</li> <li>• Big Writing – an app on iPad helps with spelling and writing</li> <li>• Read, Write Gold – tells you if you have spelt a word wrong. If you speak it writes</li> </ul>	<ul style="list-style-type: none"> <li>• Additional homework</li> <li>• Teacher explaining work/information is a huge benefit.</li> <li>• Repetition – practicing reading/writing every day.</li> <li>• Access to quiet space – easier to concentrate.</li> <li>• Finger exercises (?) – helps with concentration.</li> <li>• Access to computers helps with writing/spelling.</li> <li>• Writing in the sand technique</li> <li>• Encouragement/progression – always aiming to move up on reading group.</li> <li>• Read, Write, Gold programme – pupils enjoyed it but sometimes sound doesn't</li> </ul>	<ul style="list-style-type: none"> <li>• I use computers a lots, WHIZZKIDS helps me type faster</li> <li>• I use overlays so I don't lose my place when I'm reading. I use purple</li> <li>• I have coloured glasses that I wear</li> <li>• Spellcheckers are good, it has games on it. It's quite tricky but helps</li> <li>• "Have a go" sheets where you write words down how you think they are spelt</li> <li>• Toe by Toe and Word Wasps. You write down what you think it is and if you're right you get scores on how well you have done. Three</li> </ul>	<ul style="list-style-type: none"> <li>• ACE spelling dictionary – you find the sound and it takes you to the word</li> <li>• I have a coloured blue sheet but I think I need glasses</li> <li>• There is spelling on a washing line, with vowels</li> <li>• I use a laptop and to has a programme that talks back to you (Clicker 6)</li> <li>• Read, Write Gold is helpful. It tells me if it's right or wrong</li> <li>• Our teachers are good and we also have student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All three pupils get support in school.</li> <li>• Small groups</li> <li>• Sounding out words.</li> <li>• Start with lower groups (reading/writing levels) and work up.</li> </ul>

		<p>work, it can go quite fast.</p> <ul style="list-style-type: none"> <li>• Ms Morrison – specialist teachers.</li> <li>• Wordshark/spelling games – matching words.</li> <li>• Handwriting practice.</li> <li>• Paired reading.</li> <li>• Additional classroom support – more support understanding work.</li> <li>• Computers – practice typing/spelling</li> <li>• Individual support out with class.</li> <li>• Some have used coloured overlays.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ticks in a row and you get to move on</li> <li>• DVDs – Rapid Reading for younger children</li> <li>• The DVDs have a book to go with them, I wear headphones to listen to it and you read on the computer</li> <li>• The DVD books have coloured backgrounds and a quiz at the back and jokes</li> <li>• Pencil grips are used to help writing</li> <li>• We use highlighters to help identify words</li> <li>• We use shaded sheets where the lines are shaded to write on, there are different shade to choose from</li> <li>• Ellie the elephant has vowels on it and wears orange underpants!</li> </ul>		
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<p><b>2) What else could be done?</b></p>	<ul style="list-style-type: none"> <li>• My old school could have people who know about dyslexia then I wouldn't have had to move. I just had to keep up and the person who did help me would come in when I was in a class I enjoyed.</li> <li>• More LEU's (Local Education Units) as there are just two, or stay in your own school but have a separate class to go to for dyslexia help</li> <li>• Drop in and out of your own school and have</li> </ul>	<ul style="list-style-type: none"> <li>• Put a unit in every school.</li> <li>• More teachers/support – individuals get more direct support (sometimes have to wait your turn.)</li> <li>• More support with reading and writing in pupils own schools.</li> <li>• Teachers at their own school need to explain work better.</li> <li>• Pupils explained that afternoon's at their own schools are usually spent catching up with work they have</li> </ul>	<ul style="list-style-type: none"> <li>• I have a set of cards that help me remember</li> <li>• There is a box of all these things in every class and anyone can use the stuff</li> <li>• There are gloves with vowels on them, long and short vowels</li> <li>• I don't think so</li> </ul>	<ul style="list-style-type: none"> <li>• More teachers and people to help maybe two or three</li> <li>• Boards and letters I would like to use them more. You stop using them in when you finish primary two</li> <li>• Triangle pencils with rubber grips as I can hold them better. My mum bought me some</li> </ul>	<ul style="list-style-type: none"> <li>• Use dictionaries &amp; thesaurus with help from teacher.</li> <li>• Word cards</li> <li>• Ipads/computers – search for words.</li> <li>• More use of technology.</li> </ul>
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<p><b>3) Should children and young people with dyslexia be supported in their own school? Please give reasons</b></p>	<p>a class to help you</p> <ul style="list-style-type: none"> <li>• Three pupils said YES</li> <li>• Three pupils were unsure</li> <li>• By staying in your own school you are able to play with your friends, my friends at my old school do things differently now I am not there. They like to walk and talk but here everyone runs around</li> <li>• Would like to meet with other dyslexics for help and support</li> </ul>	<p>missed in the mornings.</p> <ul style="list-style-type: none"> <li>• More games</li> <li>• More specialist teachers</li> <li>• All pupils said they were happy with current support</li> </ul> <ul style="list-style-type: none"> <li>• Seven pupils said they should continue to get support at school and at Crimond.</li> <li>• One pupil felt they should only be supported in own school.</li> <li>• All six pupils said YES – as well as support to become confident</li> </ul>	<ul style="list-style-type: none"> <li>• All five pupils answered YES</li> <li>• It would be a hassle going back and forward to schools</li> <li>• But you would know more people when you went to the academy</li> <li>• One school is convenient</li> <li>• It would be weird to go to different schools and I would need two child-minders</li> <li>• I would miss my friends</li> </ul>	<ul style="list-style-type: none"> <li>• All five pupils answered YES</li> <li>• People with dyslexia there is nothing wrong with them other than reading so why would they need another school to go to?</li> <li>• I don't want to go to a different school</li> <li>• My school nice</li> <li>• Everyone here helps they might not help you in another school</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with dyslexia should get extra support in school (all pupils who get support should get the same support).</li> <li>• Everybody should get the same provision.</li> <li>• Support should be in school.</li> <li>• Not nice to be split up from friends (accessing support elsewhere).</li> <li>• Lots of extra help.</li> </ul>
<p><b>4) Do you think support should be</b></p>	<ul style="list-style-type: none"> <li>• All six pupils said YES</li> <li>• They should stay in their own</li> </ul>	<ul style="list-style-type: none"> <li>• Three said NO</li> <li>• Eleven said YES</li> <li>• – All schools should be set up</li> </ul>	<ul style="list-style-type: none"> <li>• All five pupils answered YES</li> <li>• I don't think it should be up to</li> </ul>	<ul style="list-style-type: none"> <li>• All five pupils answered YES</li> </ul>	<ul style="list-style-type: none"> <li>• All three said YES</li> </ul>

<p><b>available in all schools?</b></p>	<p>school but if there's no help they should come to a unit like this</p> <ul style="list-style-type: none"> <li>• It is stressful coming here to start and it has taken time to settle in but it's really friendly here and we are all at the same stage of learning</li> </ul>	<p>to support pupils with dyslexia or any other ASN.</p>	<p>the school, I don't mean like a law but every school should have the essentials we have here. The boxes we use in class is for everyone</p>		
<p><b>5) Do you have any other comments?</b></p>	<ul style="list-style-type: none"> <li>• "I like it when you get to stay here for two years and when you go back to your old school you get the same work and you get to finish primary seven in your own school. The support you get here comes with you back to your own school"</li> <li>• "Having dyslexia is hard but here helps you a lot it boosts everything. You cover everything and it is good"</li> </ul>	<ul style="list-style-type: none"> <li>• No other comments.</li> </ul>	<ul style="list-style-type: none"> <li>• There are games on the computer, there is a maze and other things. You type common words in and you play games with the common words. Sometimes the teacher uses it</li> <li>• I have a tray of stuff that I use. There is a talking machine, a wallet of vowels and words and other things that help me</li> </ul>	<ul style="list-style-type: none"> <li>• I'm really good at reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the school so other pupils could access it – pupils from Anna Ritchie could access Dales Park.</li> <li>• Working with MC helped with literacy – understanding words &amp; meaning.</li> <li>• Working with MC helped us practice our literacy.</li> </ul>



	<ul style="list-style-type: none"><li>• "They bond when you go back and make words out of things"</li><li>• "This class is NEVER boring"</li></ul>				
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Appendix 4

Secondary Schools

School	Fraserburgh Academy	Mintlaw Academy	Kemnay Academy	Inverurie Academy	Westhill Academy
1) What supports have you found helpful?	<ul style="list-style-type: none"> <li>• Everybody acknowledged coloured overlays were helpful (some more than others)</li> <li>• Helpful having exam papers read out and access to laptops.</li> <li>• Teachers explaining questions/information in a different way.</li> <li>• In 1<sup>st</sup> &amp; 2<sup>nd</sup> year having access to small groups was beneficial – more support.</li> <li>• Alpha Smart was mentioned – pupils had access to it in Primary school but not in Secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>• Crimond helped because it was flexible.</li> <li>• Didn't get treated as stupid.</li> <li>• Crimond taught me more than any other primary school – when retuning to mainstream schools in afternoon sometimes treated differently due to literacy struggles.</li> <li>• Crimond helped pupils understand their dyslexia.</li> <li>• Encouraged to complete work ) thanks to approach of teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Small books with words in it to help and the teacher adds words as we go along</li> <li>• We have to copy work and my work is messy</li> <li>• Copying doesn't go in but laptops help</li> <li>• Copying work helps</li> <li>• Read, Write Gold – has every single word in it, you put in a couple of letters and it brings up options</li> <li>• Read Write Gold helps with punctuation and I use coloured overlays for my reading (yellow and green)</li> </ul>	<ul style="list-style-type: none"> <li>• iPads are helpful I have learned using games</li> <li>• the teacher in the unit was good and understand</li> <li>• You learn at your own pace and one on one support</li> <li>• Coloured overlay</li> <li>• Read, Write Gold – easy to use as it identified words with just a couple of letters</li> <li>• Handout sheets in class to save having to copy off the board</li> <li>• We use mnemonics</li> <li>• End of the week someone wins story writer of the week and</li> </ul>	<ul style="list-style-type: none"> <li>• More explanation with homework and if you were struggling you could use coloured overlays. There were sort of helpful.</li> <li>• Sometimes I use a laptop but it depends on how good you are at typing</li> <li>• I have used Read, Write Gold</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to laptops</li> <li>• Read, Write, Gold</li> <li>• Coloured overlays</li> <li>• Teacher support – one pupil mentioned an English teacher whom provided a lot of support and helped develop a strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Smaller groups was weird but better.</li> <li>• Visiting teachers weren't as effective – felt that they were treated differently.</li> <li>• Access to computer was good but didn't enjoy using in class (Mintlaw Academy)</li> <li>• PSA support is beneficial.</li> <li>• Mainstream support (primary) wasn't effective – Crimond taught us! Instead of finding excuses.</li> <li>• Extra time in exams and use of spellcheck in English (Secondary school)</li> <li>• Spelling strategies &amp; techniques in primary school.</li> </ul>	<ul style="list-style-type: none"> <li>• A ruler helps me not jump lines</li> <li>• In RMPS we have sheets with missing words instead of copying from the board. You just have to copy and complete – the teacher lets me write on the hand out sheets.</li> <li>• If I am copying I concentrate on the words but I do not take in what the words are</li> <li>• Clear writing from the teacher</li> <li>• Use spell checker on the computer rather than asking the teacher</li> <li>• Spelling groups and small group work</li> <li>• PSA's help me</li> </ul>	<p>there are reward for spelling and things</p>	
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<p><b>2) What else could be done?</b></p>	<ul style="list-style-type: none"> <li>All teachers having the same awareness of dyslexia (especially within certain subjects, Science was mentioned).</li> <li>Pupils mentioned inconsistency – some teachers very aware of dyslexia and support required while other teachers weren't as understanding. Pupils mentioned having to 'push' to get support from certain teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Doing exams on computers really helps.</li> <li>Better supported in secondary school than primary.</li> </ul>	<ul style="list-style-type: none"> <li>Getting question sheets rather than writing the question</li> <li>If the PSA was to read out the question</li> <li>Teacher and PSA help</li> <li>Supply teachers – they don't know you have dyslexia and it can make you nervous and you don't want to ask for help</li> <li>Three different teachers, two don't know we were dyslexia. My dyslexia is not an excuse it is a reason</li> </ul>	<ul style="list-style-type: none"> <li>There should be more awareness around dyslexia. Teach the class and the teacher what it's like to have dyslexia</li> <li>More helpers in class sometimes there's not enough time to ask questions</li> <li>Sometimes I am sitting stuck as not all teacher know I have dyslexia and some teacher don't understand dyslexia and the help we need</li> <li>More explanation and help</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes I have to write stuff from the board and it is hard</li> <li>Sometimes we have scribes in class which is helpful</li> </ul>
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		<ul style="list-style-type: none"> <li>• Having all working shown helps with understanding – teachers when using demonstrating work.</li> <li>• More support in primary school – teachers having a greater understanding/a wareness of dyslexia.</li> <li>• Receive additional support – out with class.</li> </ul>			
<p><b>3) Should children and young people with dyslexia be supported in their own school? Please give reasons</b></p>	<ul style="list-style-type: none"> <li>• All 11 pupils answered YES. Some pupils questioned whether support in school would be as good as support in learning units. Mentioned 1-1 support, writing in sand technique and the generally creativity.</li> <li>• one pupil explained gave</li> </ul>	<ul style="list-style-type: none"> <li>• Eight pupils answered YES</li> <li>• It's god to be around other people with the same issue.</li> <li>• Having a unit in every school would brand pupils – better to go elsewhere.</li> <li>• B9 in Mintlaw has a legendary reputation as a place for 'stupid' pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• All five pupils answered YES</li> <li>• I was at Kellands for two years and I didn't know my friends when I went back</li> <li>• I left my school in primary five and I didn't have a mobile phone then so it was harder to keep in touch with my friends</li> </ul>	<ul style="list-style-type: none"> <li>• Five pupils answered YES and one answered DON'T KNOW</li> <li>• You shouldn't have to go to another school for help</li> <li>• One boy who went to the unit cried as he had no friends</li> <li>• There should always be support if it's needed</li> </ul>	<ul style="list-style-type: none"> <li>• All eight pupils answered YES</li> <li>• It means you are not getting singled out</li> <li>• Meeting new pupils could be hard</li> </ul>

	<p>reason of not having to get up too early.</p>	<ul style="list-style-type: none"> <li>• Having a support unit in Mintlaw Academy wouldn't work – stigma.</li> <li>• Having access to smaller classes in Crimond helped.</li> <li>• There should be a unit in all schools so pupils don't have to go elsewhere and be made to feel different.</li> </ul>	<ul style="list-style-type: none"> <li>• It's easier to get to your own school there is no travelling</li> <li>• If we didn't get support I wouldn't be here now and I wouldn't be so good. All my time was in school on a Monday, Wednesday and Thursday I would spend the middle and last class with Mrs Saunders and she would help me in her class. We did vowels and mnemonics</li> <li>• I attended Learning Link where we worked in a group and did spelling games</li> <li>• We went to soft play, baking, shopping it was called life skills. We would write out a recipe, work out what ingredients we</li> </ul>	<ul style="list-style-type: none"> <li>• I liked going to different schools, I came to the unit as I knew some of the people from other schools. There should be support in schools but if it's really bad there should be a unit. I like the small groups rather than big classes and we did yoga</li> </ul>	
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<p><b>4) Do you think support should be available in all schools?</b></p>	<p>All 11 pupils answered YES</p>	<ul style="list-style-type: none"> <li>• Eight pupils answered YES – support should be available but not a standalone unit.</li> </ul>	<p>needed and then go to the shop and buy the stuff we needed</p> <ul style="list-style-type: none"> <li>• I found it helpful to go to Kintore for help</li> </ul>	<ul style="list-style-type: none"> <li>• All six pupils answered YES</li> <li>• The group agreed they had given the reasons in question 3</li> </ul>	<ul style="list-style-type: none"> <li>• We are well supported in school</li> <li>• Extra time in tests and a calculator in maths</li> <li>• Using a laptop for tests</li> <li>• A reader scribe help but if you're not allowed you can use digital things and computers</li> <li>• Writing essays are difficult but there is help from the teacher. They write it down but we have to give the ideas</li> <li>• Not all teachers know I am dyslexic and I just have to get on with it. I</li> </ul>
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					<p>don't tell teachers that I am dyslexic I just get on with it</p> <ul style="list-style-type: none"> <li>• There was not much help in primary</li> <li>• I was taken out of class to read books and maths, they were too easy to read and it was not interesting. I didn't like being taken out of class, if I was part of the class it would be better</li> <li>• I didn't like being removed from my friends</li> </ul>
<p><b>5) Do you have any other comments ?</b></p>	<ul style="list-style-type: none"> <li>• More help/support for all pupils S1-6 eg. Homework clubs.</li> <li>• Senior pupils felt support decreased the older they got.</li> <li>• Pupils felt support was inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Why can't they put a unit in every area?</li> <li>• Crimond really does help.</li> <li>• Crimond made me proud to be dyslexic.</li> <li>• Not much help in primary school much</li> </ul>	<ul style="list-style-type: none"> <li>• Primary school was good as we had one teacher. In the academy we have lots of teachers and some aren't as good</li> <li>• Mrs Stewart noticed I was dyslexic none of</li> </ul>	<ul style="list-style-type: none"> <li>• There was a Monday class that supported you before you went to the learning unit. The teacher would come in and work with us using spelling games, vocabulary</li> </ul>	<p>There were no other comments</p>



	<p>throughout school – same provision from S1-6.</p> <ul style="list-style-type: none"> <li>Pupils mentioned strategies that had helped them and the need to adapt these across all subjects. (Break it down, additional working, having work explained in multiple ways).</li> <li>Pupils felt sometimes dyslexia was lumped in with general behavioural issues.</li> </ul>	<p>more in academy.</p> <ul style="list-style-type: none"> <li>Primary teachers don't notice or don't care.</li> <li>Secondary teachers better.</li> <li>Happy to access additional support when in primary school.</li> </ul>	<p>the other teachers noticed</p> <ul style="list-style-type: none"> <li>Kellands school it has a speech unit as well</li> <li>I couldn't speak until I was four years old</li> <li>I haven't been tested yet but I think I have dyslexia</li> <li>I was in primary three when I was diagnosed. My sister was dyslexic for two years and now she reads lots of books</li> <li>I have to write on lined paper</li> <li>Different coloured lines help me</li> <li>Sometimes when I read I put in random words or I read it out loud and put in a word that sounds similar</li> <li>Boxes to write in would be good. I had to</li> </ul>	<p>there were two teachers.</p> <ul style="list-style-type: none"> <li>I would like more time to do things as it takes me longer. Sometimes I have to catch up at home and sometimes we don't get to finish it</li> <li>Or we do it in golden time. When we wrote stiff we would do it on a computer and given time to finish (this was in the learning unit) and there was peer support</li> <li>Laptops do help but it makes you feel different</li> <li>More time for exams but would be interested in doing exams on the computer</li> </ul>	
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			<p>change my science teacher and she writes a lot on the board ,really fast and then she wipes it off and I cannot keep up as it is too hard (three people in the group agreed with this comment)</p> <ul style="list-style-type: none"> <li>• I have a teacher who writes on the board but he take his time</li> <li>• I don't bother writing it down because it gets rubbed off before I can get it down</li> <li>• If I write fast it is untidy, if I write slowly I can't catch up</li> </ul>		
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### **Report by Education Scotland addressing educational aspects of the proposal by Aberdeenshire Council to close the dyslexia units at Crimond Primary School and Kellands Primary School and provide support for all learners, including those with dyslexia, in their local schools.**

#### **1. Introduction**

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Aberdeenshire Council's proposal to close the dyslexia units at Crimond Primary School and Kellands Primary School and provide support for all learners, including those with dyslexia, in their local schools. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the dyslexia units in Crimond Primary School and Kellands Primary School and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 4 February 2015 in connection with the council's proposals;

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- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and

- visits to the sites of Crimond Primary School and Kellands Primary School, including discussion with relevant consultees.

## **2. Consultation Process**

2.1 Aberdeenshire Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 The statutory consultation period ran from 6 January 2015 until 26 February 2015. Public meetings were held on 3 February 2015 at Crimond Primary School and on 4 February 2015 at Kellands Primary School. There were 14 written responses to the consultation, the majority of which were from parents of children who attend the dyslexia units. None of the responses supported the closure of the dyslexia units. The council also received 21 responses to an online survey. Of those who responded, 40% thought that children and young people with dyslexia should be supported in their own schools. The remaining 60% felt that there was a place for specialist units such as those at Crimond Primary School and Kellands Primary School. The council also held direct consultation sessions with children and young people who currently attend, or previously attended, the dyslexia units as well as children and young people from other local schools.

## **3. Educational Aspects of Proposal**

3.1 It is best for all children to have their needs met in their local schools and the proposal has the potential to bring educational benefit to children. *The Standards in Scotland's Schools etc. Act 2000* indicates that education authorities should provide education to school-age children within mainstream settings, unless certain exceptions apply such as where a mainstream school would not be suited to the ability or aptitude of the child. The council proposes a nine area model of enhanced provision across the authority. Existing staff and expertise would be reallocated to enhance the capacity in each of these areas to develop a consistent approach to meeting needs. The council considers that this will provide a fair, transparent and equitable service across Aberdeenshire and allow all children with dyslexia to be educated in their own areas, with tailored support to meet their needs. However, the nine area model of enhanced provision is not described in detail within the proposal and is still under development. In the preparation of its final consultation report, the council should clarify the approach which it proposes will help to meet the needs of learners who currently have places in the dyslexia units.

3.2 The council has not yet clarified the future role of specialist staff currently working in the dyslexia units in the proposal. It proposes that the nine area model of enhanced provision will use existing expertise, such as that of these specialist staff, to increase the capacity of class teachers to meet needs through continuous

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professional development. It should agree the future role of specialist staff so that this can be reflected in its final consultation report.

3.3 The council considers that the closure of the dyslexia units and the development of dyslexia friendly approaches will benefit all learners in primary

schools. However, it is not clear from the proposal how it will benefit the children who currently hold places in the dyslexia units. The proposed changes have the potential to lead to improved provision in primary schools for many children with dyslexia as teachers become better trained to identify and meet their needs. The nine area model of enhanced provision also has the potential to be a more equitable system for meeting children's needs across the authority. In the preparation of its final consultation report, the council should explicitly state the benefits for children who currently have places in the dyslexia units in Crimond Primary School and Kellands Primary School.

3.4 Children who attend the dyslexia units in Crimond Primary School and Kellands Primary School, who spoke to HM Inspectors, are very clear about the benefits of their current provision compared to their previous primary classes. They now feel more confident about their learning and are achieving more in school. They understand their dyslexia better and appreciate the opportunity to discuss it with others who have the same needs. They know that they get more individualised help with their learning and are developing helpful strategies to help them when they move on to secondary school.

3.5 All parents of children who attend the dyslexia units in Crimond Primary School and Kellands Primary School who responded to the consultation or spoke to HM Inspectors were concerned that the current quality of provision for their children will be compromised by the proposal. Whilst they welcome the planned improvement in awareness of dyslexia and appropriate provision across primary schools, they cannot see any benefits for their children through the implementation of the proposal. They have justifiable concerns that the enhanced provision model is not outlined clearly in the proposal. All teaching staff and senior managers, who spoke to HM Inspectors, would also welcome further detail about this model. Parents and teaching staff, who spoke to HM Inspectors, also have justifiable concerns over whether it will be possible to provide appropriate training for teachers in primary schools in time for the proposed implementation date of August 2015 so that equivalent provision is available for children who currently attend the dyslexia units. The council should further consider whether or not the proposed timescale allows sufficient time to ensure that the needs of all children with dyslexia, including those currently placed in the dyslexia units, can be fully met in their local schools and that appropriate transitions can take place in accordance with the *Education (Additional Support for Learning) (Scotland) Act 2004*.

## **Summary**

4.1 This proposal has the potential to better meet the needs of children, including those with dyslexia, in their local schools. However, the council has not clearly outlined the educational benefits of the proposal to the children who are currently having their needs met in the dyslexia units.

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4.2 Parents and staff have justifiable concerns that they do not have enough information about the new enhanced provision model which will replace the dyslexia unit provision for children with additional support needs. They also have justifiable concerns over whether it will be possible to provide appropriate training for teachers in primary schools in time for the proposed implementation date of August 2015 so that equivalent provision is available for children currently in the dyslexia units and that appropriate transitions can take place.

4.3 In its final consultation report, the council should clarify the educational benefits for children in the dyslexia units and give more detail about the enhanced provision model. It should also provide more information regarding the future role of the teachers currently working in the units. The council should further consider whether or not the proposed timescale allows sufficient time to ensure that the needs

of all children with dyslexia, including those currently placed in the dyslexia units, can

be fully met in their local schools.

**HM Inspectors**

**Education Scotland**

**March 2015**