



SLDN Newsletter

The latest news, updates and announcements

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Research translation event hits the spot

New Delphi survey on training & CPD needs for SENCOs

New tools for learners & educators

Dyslexia in Scotland report sets the bar

New paper on teacher education

Tell us your findings, speak to new people, have a lightbulb moment...



Sector-wide roundtable targets R&D pipeline improvements

At **Education and learning difficulties – translating research into practice**, on 5 March, the Network welcomed some 45 professionals from teaching, policy-making, research, assessment and the ed-tech sector to a 1-day roundtable event last week.

Its purpose was to bring together people and perspectives who rarely have the chance to interact at length. Insights were presented from areas where innovations or collaborations have taken place. Speakers showcased technologies that have been taken up widely internationally and case studies were presented from Scottish and English implementations of SLD products.

Bringing the 'whole pipeline' from research to chalk-face into one room created valuable direct interactions between people who create, specify, use and assess ed-tech products, and also created a platform for people to air unmet needs. "The opportunity to network with people who are outside of your expertise or who you don't typically work with is a real boost" was a widely echoed feedback comment, and the workshop was a hubbub of ideas and interest.

The dozen ed tech exhibits generated lengthy and meaningful interactions between providers and sector professionals. Such a gathering was clearly long overdue and would bear repeating for further consideration of the issues and ideas that were explored. We will be following up with participants and third parties how to take forward areas of specific concern and potential, and there were numerous contacts made on the day that suggest valuable ongoing collaborations.



Exam arrangements for SpLD

The [PAASS Access Arrangements](#) project investigated the efficacy of exam access arrangements for students with Specific Learning Difficulties (SpLD). Findings are of interest to practitioners, academics, families of students with SpLD, examination boards, policy makers, and academics specialising in related disorder groups. To disseminate the research as wide as possible a variety of outputs will be produced.

Raising educational outcomes for students with SEN and disabilities

The [MetaSENse](#) project at UCL was funded by the [Nuffield Foundation](#) to undertake a systematic review and meta-analysis of the effectiveness of interventions to improve educational abilities for children with different special educational needs and disabilities to understand what works best for which children and in which settings.



Recent report on mitigating dyslexia's impacts



Late last year, Dyslexia Scotland published 'Towards a Dyslexia-Friendly Scotland', a report highlighting inequalities faced by dyslexic individuals. The report was launched at the Scottish Parliament, and was co-authored by Dr Jeremy Law (University of Glasgow). The work derived from a survey of over 1400 dyslexic adults, revealing significant challenges and inequalities. It recommends practical steps for a more inclusive environment in learning, life, and work, including free or subsidized assessments.

Other key recommendations include the creation of an "inclusion passport" to provide universally accepted evidence of dyslexia at school-leaving age, eliminating the need for costly reassessments. The importance of early identification of dyslexia is stressed, with the current average age of identification being 13 years old. The report also underlines the need for essential workplace adjustments for dyslexic individuals, as less than half currently receive them.

Dyslexia Scotland has been awarded funding to develop training on dyslexia for teachers and professionals and you can order a free hard copy of the report from Dyslexia Scotland's website.



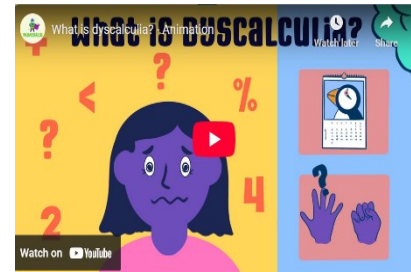
Centre for
Inclusive Education

New online CPD materials from UCL

UCL's Centre for Inclusive Education has published new CPD material for educators. '*SEND: Developing Quality Inclusive Practice*' is a suite of online courses that provides the knowledge and skills to improve provision in schools for pupils with SEND. The 16 units can be taken at any time and in any order, making it possible to curate your own CPD pathway, learn at your own pace and focus on your key areas of interest. The course is run by the Centre for Inclusive Education at UCL's faculty of education and society, and is aimed at aspiring special educational needs coordinators, early career teachers, learning support assistants and teaching assistants.

Also at UCL – a new dyscalculia project

Network members Liz Herbert and Prof Jo van Herwegen from UCL have been successful in their HEIF knowledge exchange project bid with the Dyscalculia Network around dyscalculia lived experience. The £20,000 award will see the creation of short courses and the expansion of the ADDUP toolkit. The project's full title is 'Supporting children, young people and adults with maths learning difficulties /dyscalculia: capturing the voices of those with lived



New animation on dyscalculia

Despite being as common as dyslexia, dyscalculia is much less well-known. People with the condition are much less likely to be diagnosed. [This short animation](#) about dyscalculia by researchers at Loughborough University as part of the Numeralis project has been created to raise awareness of dyscalculia. It provides an introduction to the condition, covering the specific problems associated with it, the importance of diagnosis, interventions, and some tips for parents, teachers and people with dyscalculia.



SLDN speakers at PATOSS conference

The Network will be on the platform at the [PATOSS online conference](#) on 5 April. Educator, adviser and entrepreneur Pete Jarrett and Prof Silvia Paracchini will both be speaking.

Help spread the word about SLDN

Help grow the Network and increase its connectivity and impact. Please share this newsletter with colleagues and contacts. Follow SLDN on X and blueskysocial (@SLDnetwork).

SHARE YOUR EXPERIENCE IN SURVEY TO SHAPE CPD AND TRAINING FOR SENCOs

Education academics and professionals with 2 years' experience of primary-age reading difficulties are invited to contribute to a Delphi survey exploring the professional learning needs of SENCOs, teachers and classroom assistants supporting primary pupils with dyslexia/literacy difficulties.

Ulster University School of Education PhD student Fiona Monahan is behind the study, which aims to co-develop and co-produce a professional learning intervention suitable for SENCOs, teachers and classroom assistants by finding out what training they would find most useful in supporting pupils with dyslexia/literacy difficulties. Contributions will help other SENCOs, teachers, classroom assistants and children with dyslexia and related literacy difficulties.

Survey topics include a Tiered Dyslexia Training Programme, Training Programme Content, Professional Learning Framework, Training on Administering Assessment Measures, Training Programme Enablers, Training Programme Barriers, and Demographics.

[This link](#) takes you to an overview, and consent statements.

Contact monahan-f1@ulster.ac.uk if you have any other questions.



New paper on teacher education

Dr Jennifer Milne at the University of Dundee has just had a paper published that may interest Network members. [Improving Student Teacher Preparedness in Reading Instruction](#) relates specifically to the research-practice gap.



New genomics report

We would like to signpost to a new report from Nuffield Bioethics. ['Navigating genomics and education: insights, opportunities and challenges Exploring the implications of genomic research relating to education and its potential translation into in policy and practice'](#)

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