Definition of Dyslexia

The toolkit adopts the following working definition of dyslexia which has been developed by a Scottish Government working group which included Dyslexia Scotland and the Cross-Party Group on Dyslexia in the Scottish Parliament. The aim of this particular working definition is to provide a description of the range of indicators and characteristics of dyslexia as helpful guidance for all.

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.
The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability.

Motor skills and co-ordination may also be affected.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, life-long neurodevelopmental learning difference. Unidentified, dyslexia is likely to result in low self esteem, high stress, atypical behaviour, and low achievement.

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www.addressingdyslexia.org

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The Scottish Dyslexia Toolkit
www.addressingdyslexia.org

A free online resource for teachers, support staff and local authorities

The Addressing Dyslexia Toolkit is designed to:

- Support the collaborative process of identification, support and monitoring

- Share resources, approaches and strategies

- Support inclusive Scottish education

The Toolkit

The Addressing Dyslexia Toolkit is a free online resource designed for teachers and local authority staff to provide information and guidance on supporting learners with dyslexia.

addressing DYSLEXIA

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Toolkit Sections

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About the Toolkit

Teachers

The toolkit is designed for all teachers and early years practitioners.

It helps staff support and assess learners within the framework of Curriculum for Excellence and Getting It Right For Every Child (GIRFEC).

The Toolkit provides a range of professional learning and reflective practice opportunities for teachers and supports them to evidence their GTCS Professional Update.

The Toolkit:
- Provides a range of free resources, approaches and strategies.
- Prioritises the wellbeing of children and young people affected by literacy difficulties and dyslexia.
- Provides a pathway of identification and support for dyslexia which is well researched and is in accordance with the Scottish legal and education systems.

Local Authorities

The Toolkit provides local authorities with guidance and information on the collaborative process of identification of dyslexia. An identification pathway which supports staged level of intervention is available for local authorities to use and adapt.

It is hoped that through consistent use of this online Toolkit and the identification pathway it will be possible to:

- Improve the outcomes for learners with dyslexia
- Standardise practice across Scotland
- Improve inclusive Scottish Education
- Support children/young people to attain the 'four capacities' of Curriculum for Excellence
- Enable curriculum accessibility

Feedback about the Toolkit

"We were interviewing for a Support for Learning teacher today. I was delighted that both candidates talked about the Toolkit and how they actively use it to enhance their own knowledge, support pupils and inform parents."

"May I say how impressive the website is, easy to navigate, full of fantastic information."