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# Grange Academy

## Dyslexia Friendly School Policy\*



\*(in accordance with EA Standard Circular 102)

## Dyslexia Friendly Schools Background

In recent years the Scottish Government, HMIE and COSLA have all raised the profile of Dyslexia and, with dyslexia affecting 10% of the population, it is an issue that all teachers will come face to face with throughout their career.

Historically, dyslexia was widely addressed using a 'medical model' with practice focusing on assessment and diagnosis. However, recently we have seen a shift towards addressing it with a more needs led, intervention focused approach. In the past, we have relied on the 'expert' to come in and assess pupils and identify ways forward but with the introduction of GIRFEC and the ethos that this inspires - that those around the child know the child best and are in the best position to assess and support that child - we have seen a shift towards addressing dyslexia, as with all additional support needs, as a duty of all educators.

In 2006, Building the Curriculum 1 set the standard, and reinforced this message, with the statement:

***'All teachers have responsibility for promoting language and literacy development.'*** *Building the Curriculum 1 (Scottish Executive, 2006)*

This set the tone for a move away from the belief that we always need an 'expert' when dealing with and addressing literacy needs. Literacy skills are life skills required for today's society. With acquisition and competence in these skills pivotal to so many areas of the curriculum, and indeed life, all education professionals need to be able to effectively support pupils to help them to succeed.

In 2008, the HMI report 'Education for Learners with Dyslexia' highlighted the Dyslexia Friendly Schools approach as good practice. This approach was praised for the staged intervention model utilised for assessment and meeting the needs of pupils with dyslexia. The subsequent high standard of planning, monitoring, tracking and evaluation of teaching and learning in such schools embracing Dyslexic Friendly methodology was set out as best practice.

In 2010, Dyslexia Scotland, in conjunction with the Scottish Government, produced the Scottish Assessment Toolkit providing support to help embed effective identification and assessment within everyday classroom practice and staged intervention. Following on from this, 'The Addressing Dyslexia toolkit' was launched in September 2012, providing a resource for all who are involved in the identification and support of learners who are exhibiting literacy difficulties to help support educators to:

- Identify literacy difficulties early
- Identify and provide appropriate teaching and support
- Identify when the term 'dyslexia' is appropriate

## **Dyslexia Friendly Schools in East Ayrshire**

Since 2012 East Ayrshire has been looking at ways to improve assessment and identification of Dyslexia and how best to support not only pupils with Dyslexia but all pupils who may be experiencing literacy difficulties.

National guidance emphasises the shift from a focus on the specialist to responsibility of all. East Ayrshire wanted to address this through policy and procedures. However, it also recognised the importance of developing the right ethos in schools and looked at models of good practice to reflect this.

Two members of the EAST management team were invited to research current models of practice which would help address this. Through liaising with colleagues in our neighbouring authority, South Ayrshire, they found that the DFS model was effective and adapted this to suit our needs and fit in with current East Ayrshire policies. This liaison was invaluable in helping to develop the East Ayrshire Dyslexia Friendly School framework and accompanying support pack.

### **The aims of a Dyslexia Friendly School**

To facilitate and encourage:

- Whole school awareness of what dyslexia is and how we can support children with dyslexia
- Whole school responsibility for supporting children / young people with literacy difficulties including dyslexic difficulties
- Empowerment of teachers to meet the needs of all their pupils
- Dyslexia friendly learning environments
- Early identification of children/ young people at risk of developing literacy difficulties and appropriate intervention strategies suited to meet individual's needs
- Confidence and consistency in using the Staged Intervention Model embedded within East Ayrshire's Dyslexia and Literacy Difficulties Assessment Guidelines
- Effective monitoring and tracking systems to record pupil's literacy development
- Effective networking for sharing and celebrating good practice
- CLPL (CPD) opportunities for staff
- Resilience in pupils
- Development of children / young people's empathy and awareness towards dyslexia
- Positive and effective Parent / Carer partnership

In East Ayrshire each Dyslexia Friendly School undertakes a process of self-evaluation.

There are eight areas for development:<sup>1</sup>

- 1. Whole School Commitment to DFS**
- 2. Early identification and Intervention**
- 3. Assessment**
- 4. Dyslexia Friendly Classrooms**
- 5. Pupil Perspectives**
- 6. CLPL / CPD**
- 7. Transition**
- 8. Partnership with Parents / Carers**

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<sup>1</sup> Dyslexia Friendly Schools Support Pack 2016/17 Version 7 (20.10.16)

# The Dyslexia Friendly Schools Approach in Grange Academy

## Whole School Commitment to DFS

Grange Academy is committed to a policy of inclusion and promoting success for ALL pupils, with the support for learners with additional needs as the responsibility of ALL.

Dyslexia can be described as:

*“a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short- term memory, sequencing, auditory and /or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation.”<sup>2</sup>*

Dyslexia can also be described

*“as a continuum of difficulties in learning to read, write and/or spell, which persists 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.”<sup>3</sup>*

We recognise that approximately 10% of our school population are likely to be dyslexic and recognise that the degree of difficulty for dyslexic learners will vary from learner to learner, ranging from severe to mild. However “Dyslexia Friendly School's good practice is in fact good practice for all. Research suggests that 30% of pupils at risk of literacy failure can be reduced to 3% with effective DF classroom teaching and compensatory interaction.”<sup>4</sup> “The fine tuning needed to make schools dyslexia friendly has the potential to improve the learning of all pupils.”

Pupils with dyslexia or literacy difficulties can experience pronounced difficulties in mastering basic literacy skills. The following may also be affected:

- numeracy
- motor skills
- information processing
- memory
- organisational skills
- motivation
- attention span

But these are not in themselves indicators of dyslexia.

Dyslexia is complex in its nature and can only fully be understood by taking account of a range of learning contexts. However, there is no one profile of cognitive skills that can be identified in order to describe a child as being dyslexic.

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<sup>2</sup> British Dyslexia Association

<sup>3</sup> Dyslexia Scotland 2011

<sup>4</sup> <https://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/Dyslexia.aspx>

## **Roles and Responsibilities**

**The Depute Head Teacher with responsibility for Additional Support Needs and the Principal Teacher of Additional Support Needs should ensure that the school has:-**

- A policy on dyslexia based on EA Standard Circular 102
- Effective primary/secondary liaison procedures
- Accurate and explicit record and planning processes in place to monitor progress, arrangements in place to involve parents
- Close liaison with Psychological Services and other agencies

**The DHT with responsibility for SQA and the Principal Teacher of Additional Support Needs should ensure that the school has:-**

- Alternative Assessment Arrangements in place for national exams with all evidence having been verified

**The Principal Teacher of Support for Learning should:**

- Liaise closely with associated primary school at P6/7/S1 transfer stages
- Monitor and record pupil progress
- Keep all staff informed and updated of pupils additional support needs
- Ensure, where appropriate, children receive small group and individual tuition by Support for Learning / EAST staff
- Liaise with Guidance Staff / DHTs / Parents and Carers when pupils are making their course choices
- Identify appropriate Alternative Assessment Arrangements for each pupil and liaise with the DHT with responsibility for linking with SQA
- Involve parent in review and planning and encourage participation in their child's learning

**Principal Teachers of Subjects / Faculties should:**

- Ensure that assessment, action planning and support are embedded in the curriculum in his/her subject area and that all members of staff know which pupils are dyslexic and how to support them
- Ensure that information on pupils is passed on to new members of staff, temporary and supply teachers

**Subject Teachers should:**

- Follow procedures according to EA Standard Circular 102
- Consult with PT Support for Learning when he/she suspects a pupil may have dyslexia which has not previously been identified
- Contribute to Action Plans / Individual Learning Plans
- Maintain on-going consultation with Principal Teacher of Additional Support Needs and other Pupil Support Staff
- Implement appropriate strategies for support in class
- Implement Alternative Assessment Arrangements where appropriate and provide

- necessary robust evidence
- Display Dyslexia Friendly Classroom resources

**Pupils should:**

- Be open to discussion with subject staff when discussing their Additional Support Need
- Be confident enough to raise any concerns they may have

**Parents and Carers should:**

- Encourage their child to use any supports available and to keep the school informed of any relevant changes to the need in order to help their child achieve their full potential

**Classroom Assistants should:**

- Feedback information on new pupils or any concerns with any other pupils to PT Support for Learning
- Support learners in accordance with relevant approaches, resources etc as directed by PT ASN, Class Teachers, ILPs and APs

## **Transition, Early identification and Intervention and Assessment**

Grange Academy has excellent links with its associate primary schools in the Grange Education Group. The process of transition for learners with additional support needs begins in Primary 6 with the Principal Teacher of Additional Support Needs attending an initial transition meeting and any subsequent planning meetings (where relevant) for pupils with additional needs. A second formal transition meeting is held during Primary 7 with the Depute Head Teacher with responsibility for the new S1 also attending, to discuss provision and strategies to enable a smooth transition.

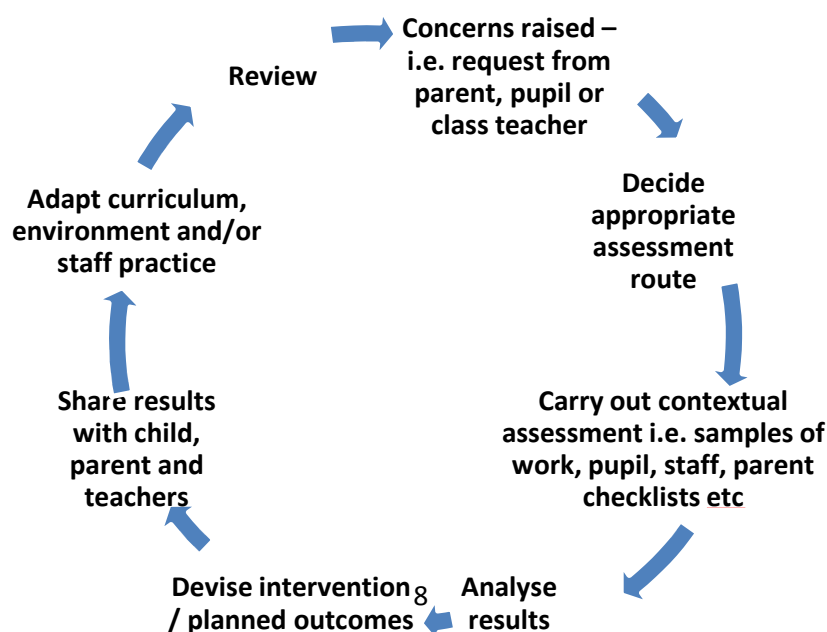
During the final term of Primary 7, a team from the Pupil Support Department will visit the Primary Schools in order to meet the pupils and gather information on all students. Upon admission to Grange Academy, pupils who have been identified as having difficulties of any nature requiring additional support, will be added to the Additional Support Needs Log and support planned / allocated accordingly. This information, including special arrangements around assessment is shared with all contact staff.

For placing requests at the start of a new S1 session or when pupils transfer to Grange Academy at other times of the school year, information will be sought from parents and pupils at the point of enrolment. Following this, Pupil Support staff will where necessary make contact with the pupil's previous school.

At any other time the pupil could be identified as having problems through:

- Class Teachers
- Parents / Carers
- Guidance Teachers
- Classroom Assistants
- Self-Referral (the pupil)
- Medical / Psychological Services
- Social Work Services

For those pupils who are identified as having difficulties, the assessment process is illustrated below. More detailed information on the assessment process is available in East Ayrshire Council Standard Circular 102 (Appendix 1).





## **Interventions / Strategies for Support**

Grange Academy has a number of strategies to support pupils with Additional Support Needs including dyslexia.

- Dissemination of information – information from primary transition meetings is passed on by the Principal Teacher of Additional Support Needs to staff via; Teacher Meetings (where relevant), Pupil Information Documents, Pupil Profiles, Action Plans, ILPs and SEEMIS. This information is updated regularly.
- Small Group Tuition – provided by Support for Learning / EAST staff and can often consist of individual programmes of work – with ILPs or Personal Learning Plans setting agreed targets/reviewing them / next steps.
- Use of Technology – pupils are encouraged to use laptops to complete longer pieces of written work, assignments and assessments.
- Alternative Assessment Arrangements – subject staff, the Principal Teacher of Additional Support Needs and the SQA co-ordinator work together to provide evidence to support requests to SQA when making a formal request for Assessment Arrangements.
- Advice and support to staff – open door policy, extensive CPD library and induction sessions for new staff (where required).
- ASN Contact Teacher (departmental link for all departments), can request or provide CPD as required.
- Record keeping – Action Plans are issued to staff and progress is formally monitored. Informal contact is encouraged as often as possible.
- Liaison with parents and carers – close links with parents and carers via parent's evenings and formal ASN reviews. Informal contact is maintained through telephone contact with Additional Support Needs staff, Guidance Teachers and Depute Head Teachers with responsibility for specific year groups. The Additional Support Needs Department encourages parents to contact the department at any time when they have concerns, stressing this at every review meeting and in all parent / carer communication.

## **The Dyslexia Friendly Classroom**

Class Teachers and Classroom Assistants / Support Staff have an awareness of the needs of all learners within the classroom (as above). For some or all learners the following strategies may be adopted classrooms in Grange Academy:

- Learners identified as benefiting from specific strategies having appropriate support / resources e.g. classroom assistant support or resources contained within the class DFS toolkit; ear defenders, electronic spellcheckers, reading rulers, coloured overlays etc
- Learning outcomes shared with pupils before starting (the big picture) and where it fits into what they already know and a plenary at the end
- Targets broken down into manageable chunks
- Use of active multi-sensory approaches to support / introduce different learning styles and to support the emotional needs of pupils
- Provide effective learning opportunities that use a variety of stimuli/ relevant contexts and frequent review to aid memory
- Have relevant outcomes and appropriate levels of challenge for students with additional needs
- Differentiate learning through varying lesson formats, pace, groupings, materials and support
- Actively involve pupils in their own learning and assessment
- Encourage pupils to find what works for them, i.e. use their strengths to overcome any difficulties
- Provide additional support required for tests and examinations where required
- Value a whole range of achievement across the curriculum and beyond school
- Monitor progress through the evaluation of Action Plans or Individual Learning Plans where appropriate.

## **Pupil Perspectives and Grange DFS Pupil Steering Group**

As part of Grange Academy's commitment to becoming a Dyslexia Friendly School, a DFS Pupil Steering Group has been established. The group consists of dyslexic and non-dyslexic learners from across all year groups. To date, the group have identified priority areas and strategies for staff and pupils and continue to work on ways to generate improvements in these priority areas and raise awareness of the benefit of dyslexia friendly strategies. These have included:

- Alerting all staff to a chosen 'priority of the month'.
- e.g a focus on printed notes being provided to dyslexic learners who would benefit from this strategy.
- Where appropriate, presentations being delivered in a variety of different formats such as using pictures, video, flow charts and diagrams.
- The raising of awareness of staff and pupils throughout the school to the potential challenges faced by pupils with dyslexia.
- Being involved with the DFS information display / stand at parent's evenings.
- Preparing a Power-Point presentation to help educate their peers throughout the school.

## **Continuing Professional Development for Staff**

GTC Scotland requires all newly qualified and existing teachers to meet The Standard for Provisional Registration (SPR) and The Standard for Full Registration (SFR) which are part of the suite of GTC Scotland's Professional Standards which also includes The Standard for Career-Long Professional Learning. They are integral to, and demonstrated through, all professional relationships and practices.<sup>5</sup> Specifically:

**2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice**

**3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners**

**3.4.1 Read and critically engage with professional literature, educational research and policy**

**3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise**

Simply put, all teachers have a requirement and a commitment to undertake appropriate CPD activities to ensure they continue to meet the GTC Standards.

In relation to this, a recent in-service day (Feb 2017), provided all staff in Grange Academy with the opportunity to participate in a DFS Working Group led CPD session on Dyslexia.

Staff can also access a variety of electronic resources within the shared staff server. In addition, staff have also participated in an electronic survey of their current practices and CPD requirements. These self-evaluation / reflective exercises provide an opportunity to identify CPD requirements and subsequently provide or facilitate any additional training.

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<sup>5</sup> <http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx>

## **Partnership with Parents / Carers**

Throughout the journey towards becoming a Dyslexia Friendly School Grange Academy has sought the views of parents and carers. This was achieved through consultation with parents and carers of children currently involved in the assessment process and through gathering data from questionnaires available to all parents and carers through parent evenings and through a link on Grange's Show My Homework pages. A DFS information stand was also on display during recent parent evenings and staff available to provide further information.

The School Improvement Plan outlines Grange Academy's commitment to increasing parental engagement and partnership and as a result of; Family Learning, Parent / Carer Workshops etc, we intend to formalise our DFS partnership work with Parents and Carers.

More information on Dyslexia for Parents and Carers can also be found on the Grange Academy website under the Dyslexia Friendly Schools section. This also contains links to other useful sources of information.

<https://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/Dyslexia.aspx>

<http://www.callscotland.org.uk>

<http://www.dyslexiascotland.org.uk>

<http://www.bdadyslexia.org.uk>

<http://www.dyslexiaaction.org.uk/>









**EAST AYRSHIRE COUNCIL: DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES****EAST AYRSHIRE DYSLEXIA AND LITERACY DIFFICULTIES ASSESSMENT GUIDELINES****1. INTRODUCTION**

*"Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence."*

(Curriculum for Excellence: Literacy Across Learning Principles and Practice, p.1)

- 1.1 Children/young people with dyslexia or literacy difficulties can experience pronounced difficulties in mastering basic literacy skills. However, there is no particular profile of cognitive skills that needs to be identified in order to describe a child/young person as having dyslexia. Dyslexia can occur as a specific area of difficulty, as part of a more general learning difficulty or may overlap with other specific learning difficulties. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental mathematics, motivation, attention, levels of co-operation and personal organisation, but these are not by themselves indicators of dyslexia. Dyslexia is complex in nature and can only be understood by taking account of a range of learning contexts.
- 1.2 Professionals have not come to an agreement regarding the factors that underlie dyslexia. The processes underlying the development of reading and spelling are complex and it is likely that there are a number of different reasons as to why a child/young person experiences literacy difficulties. Therefore we require to have a robust framework in place for the assessment of such difficulties.

**2. ASSESSMENT**

- 2.1 In order to ensure that our process of identification is robust, reliable, valid and that intervention leads to improved outcomes for children and young people, we need to follow good practice in assessment.

*Building the Curriculum 5* states:

- *Above all, assessment needs to meet learners' needs and enable all learners to achieve aspirational goals and maximise their potential.*
- *Assessment practice should follow and reinforce the curriculum and promote high quality learning and teaching approaches.*
- *Assessment needs to support learning by engaging learners and providing high quality feedback.*
- *Assessment approaches should be proportionate and fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning.*

- 2.2 With regards to assessing additional support needs such as dyslexia, the **ASL Act Code of Practice (2009)** states:

- *Assessment is seen as an ongoing process of gathering, structuring and making sense of information about a child/young person, and his/her circumstances.*
- *The purpose of assessment under the Act ultimately is to help identify the actions required to maximise development and learning.*

- *Assessment is a dynamic process with the child/young person at the centre. As a result it should not be divorced from other aspects of the child's/young person's life either at school, home or in the community. It will usually include discussion with parents/carers and professionals involved with the child/young person, for example, class teacher, support for learning staff.*
- *It should build on other assessment information already available. It may involve observation in one or more day-to-day situations and/or individual work with the child or young person as required.*
- *The education authority should always endeavour to seek and take account of the views of the child/young person.*

Assessment of dyslexia and literacy difficulties should be an ongoing process, building upon information available and selectively adding to it, through professional dialogue.

### 3. DEFINITIONS OF DYSPLEXIA

- 3.1 The following working definition of dyslexia has been developed by the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament. East Ayrshire supports this working definition of dyslexia.

*'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 condition. Unidentified, dyslexia is likely to result in low self esteem, high stress, atypical behaviour, and low achievement.*

*Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.*

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL/dyslexia>

[www.frameworkforinclusion.org/assessingdyslexia](http://www.frameworkforinclusion.org/assessingdyslexia) : Addressing Dyslexia Toolkit for Teachers

The British Psychological Society also defines dyslexia as being

*'... evident when accurate and fluent reading and /or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.'*

(British Psychological Society, 1999)

Other definitions found in professional literature also encapsulate the essential aspects of dyslexia from an educational perspective.

*'Dyslexia is a processing difference experienced by people of all ages, often characterised by difficulties in literacy, but it can affect other cognitive areas such as memory, speed of processing, time management, co-ordination and directional aspects. There may be visual and phonological difficulties and there is usually some discrepancy in performances in different areas of learning.'*

*(Gavin Reid, 2003)*

3.2 There are many reasons why children/young people struggle with literacy, for example poor vision, not having had access to appropriate teaching, or absence from school through sickness. Literacy difficulties exist on a continuum. There is no clear or absolute cut off point where a child/young person can be said to have dyslexia. A *child/young person* can be seen as having dyslexia if their reading and/or spelling skills develop incompletely or with great difficulty and the problem is severe and persistent. In describing a child/young person as dyslexic, many factors should be taken into account, not simply one score on a reading test viewed in isolation. Some cases will not be clear cut on whether or not to describe a *child's/young person's* literacy difficulties as dyslexia but best practice would dictate that this be a matter for collaborative professional judgement.

3.3 In East Ayrshire the skills necessary to identify a child/young person with dyslexia should be embedded within the school, with support from EAST and Psychological Services.

Increasingly, teachers are able to identify a child/young person with a range of literacy needs and to this end EAST / Psychological Services will provide information, training and support for school staff on how they can do so effectively.

3.4 Whilst this policy provides a definition of dyslexia it also recognises that:

*'what matters most is that children's difficulties with literacy learning are identified and addressed in ways that promote progress, whether or not they are described in terms of 'dyslexia.'*

*(Rose review 2009).*

There is no one test for dyslexia, rather, assessment should take place over time and involve careful evaluation of a child/young person's response to teaching and targeted intervention. As such, the model of assessment attached is a guiding framework for assessment of dyslexia and literacy difficulties.

## **4. IMPORTANT INFORMATION REGARDING PARENTAL REQUESTS**

### **4.1 Parental Verbal requests**

When a verbal request has been made to the school the procedures in this document should be followed from points 1-9 (*see page 6-7*).

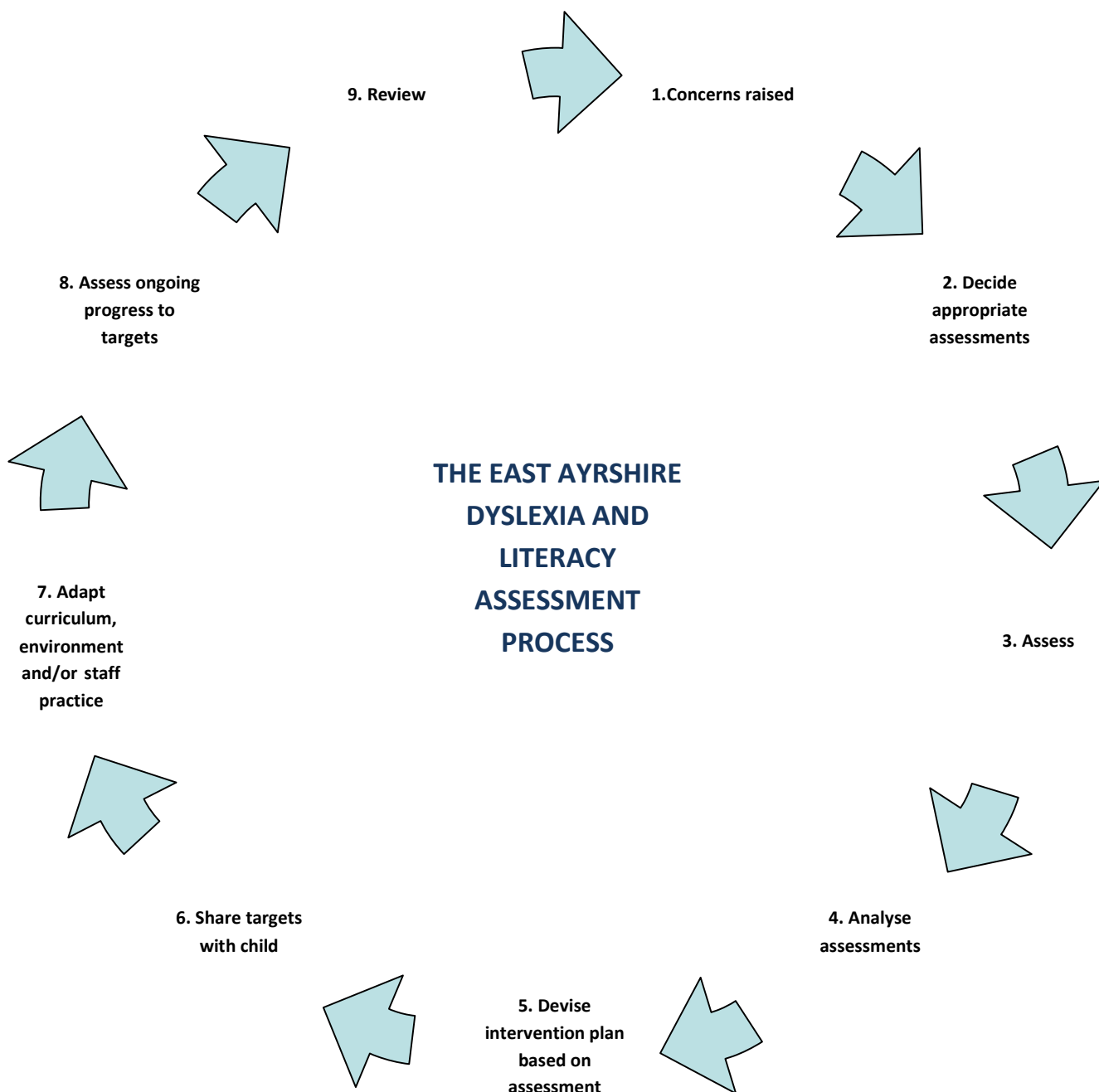
### **4.2 Parental Written Requests**

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended gives parents / carers the legal right to request appropriate assessment for their child. This written request initiates a process which has to be acknowledged and progress reported back to parents within **ten weeks** and has legal implications for the authority.

Written requests should be fairly infrequent as it is anticipated that parents / carers who approach the school informally would have their concerns acted upon in a satisfactory manner.

1. Head Teacher (or designate) should issue the standard authority letter (Appendix 1) to the parent/carers, acknowledging receipt of the request and commencement of the assessment process.
2. Head Teacher (or designate) should contact [rose.ford@east-ayrshire.gov.uk](mailto:rose.ford@east-ayrshire.gov.uk) to advise that a written parental request for dyslexia assessment has been received.

**Procedures in this document should be followed beginning at point 1 (*see page 6-7*). All evidence collection and reporting back to parents/carers should be completed within ten weeks to share progress made to date.**



## THE EAST AYRSHIRE DYSPLEXIA AND LITERACY ASSESSMENT PROCESS

### 1. Concerns raised



- This may be from a teacher or a parent/carer
- Agreement there is a need for assessment
- Consent for assessment to be gathered should be sought from the parent /carer
- **ASN Coordinator emails completed Dyslexia Assessment Request Form to [rose.ford@east-ayrshire.gov.uk](mailto:rose.ford@east-ayrshire.gov.uk) (Appendix 2)**

### 2. Decide appropriate assessments



- Best practice would suggest that initial assessment may include some or all of the following:
  - Child/young person's observations
  - Samples of the child/young person's work
  - Child/young person's Assessment Profile
  - Visual Stress Questionnaire
  - Hearing and vision checks, if appropriate(NHS)
  - **Possible Indicators of Dyslexia Checklist (teacher & child/young person) (Appendix 3a and 3b)**
  - **Record of previous interventions/ impact**

### 3. Assess

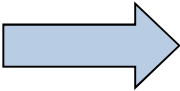

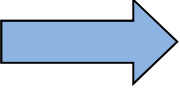
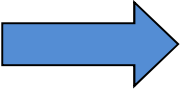



- Best practice would suggest that assessment on the whole should be gathered by:
  - the class teacher and overseen by the ASN Coordinator in primary schools
  - PT SfL supported by class teachers in secondary schools
  - The EAST teacher's role is to advise and assess as appropriate

### 4. Analyse assessments



- Appropriate personnel should discuss the findings of the above assessment re dyslexia and note them on the **Assessment Summary sheet. (Appendix 4)**
- This discussion **may** include the Educational Psychologist
- At this stage it may be possible to:
  - Identify dyslexia or not
  - Gather further evidence
  - Request further assessment which may include:
    - Dyslexia Screener
    - Wilkins Rate of Reading
    - Boxall
- Referral to other agencies for e.g.
  - ADHD
  - Dyspraxia
  - SALT
- An intervention plan is required

- |   |   |   |
|---|---|---|
| <b>5. Devise intervention plan based on assessment</b>        |    | <ul style="list-style-type: none"> <li>• Appropriate personnel should then devise an appropriate intervention plan targeted at the child's/young person's specific needs</li> <li>• Information, to date, should be shared with parent/carer (meeting/phone call)</li> <li>• <b>See Appendix 5 for examples of possible interventions</b></li> </ul>  |
| <b>6. Share targets with child/young person</b>               |    | <ul style="list-style-type: none"> <li>• Where an intervention plan is required, with supports being provided beyond that of the class teacher, the child/young person should be logged as having Additional Support Needs and an AP/ILP put in place using SC 76 paperwork</li> <li>• This should be discussed with the child/young person and parents</li> <li>• Chronology should be started or updated</li> <li>• <b>Complete "Dyslexia Evidence gathered Feedback Form" (Appendix 6) and email sent to Rose Ford</b></li> </ul>  |
| <b>7. Adapt curriculum, environment and/or staff practice</b> |    | <ul style="list-style-type: none"> <li>• Best practice would suggest that adaptations to within class learning and teaching are likely to be advantageous</li> <li>• Individual or group based approaches may also be helpful, depending on the areas of development identified from the assessment</li> <li>• <b>See "East Ayrshire Dyslexia Friendly School Pack" for examples on Dyslexia Friendly classroom approaches</b></li> </ul>   |
| <b>8. Assess ongoing progress to targets</b>                  |  | <ul style="list-style-type: none"> <li>• Regular monitoring within agreed time frames to review progress should be in place.</li> <li>• Adaptations to plans should be made on an ongoing basis to meet learner needs</li> </ul>  |
| <b>9. Review</b>  |  | <ul style="list-style-type: none"> <li>• Appropriate personnel should discuss the information gathered from the intervention and class work for impact</li> <li>• Based on the child's/young person's progress, an outcome of dyslexia identified or not identified can be determined.</li> <li>• Additional assessment may also be gathered if required             <ul style="list-style-type: none"> <li>➤ This may involve standardised assessment from                 <ul style="list-style-type: none"> <li>• EAST</li> <li>• Psychological Services</li> <li>• Speech &amp; Language</li> <li>• Occupational Therapy</li> </ul> </li> </ul> </li> <li>• If standardised assessment from EAST is required <b>Dyslexia Portfolio Referral Form (Appendix 7)</b> should be completed and emailed to Rose Ford Educational Psychologist should be involved in the decision to use standardised tests or to undertake psychological assessments</li> <li>• The cycle of assessment and intervention continues as appropriate.</li> </ul> |

## 5. ROLES AND RESPONSIBILITIES OF STAFF

Below is an outline of the roles and responsibilities of everyone who may be involved in the assessment process.

### 5.1 Class teacher

- Provide high quality learning experience and evidence based literacy curriculum
- Implement appropriately differentiated within class supports and teaching/learning approaches based on the class teacher's ongoing assessment; this may include an Individual Learning Plan
- Contribute to initial information gathering process including curriculum-based and contextual assessment
- Collaborate with the ASN coordinator /PT SfL and Parents / carers to identify appropriate intervention plan based on assessment
- Monitor & assess progress and update the ASN Coordinator /PT SfL where:
  - problems persist and/or associated with behavioural changes
  - progress is being made

### 5.2 ASN Coordinator/ Principal Teacher (Support for Learning)

- Support class teacher in providing appropriate teaching/learning experiences
- Support class teacher in gathering and analysing initial curriculum based and contextual information as part of assessment process
- Oversee and quality assure the assessment process
- Monitor and support class intervention strategies and any individual or group intervention deemed appropriate
- Ensure Individual Learning Plans are implemented by the class teacher and other relevant personnel as appropriate
- Consult with class teacher & EAST teacher, if appropriate, to identify if further assessment is necessary
- Ensures that parents/carers have access to information on the child's/young person's progress and are enabled to support the child/young person effectively
- Coordinate input from other professionals (e.g. EAST, Educational Psychology, Speech and Language Therapy, Occupational Therapy)
- Support children and young people as individuals or in small groups, as considered appropriate
- Ensure staff are given appropriate CLPL opportunities and are kept up to date with current developments in dyslexia, literacy and assessment

### 5.3 EAST Teacher

- Support class teacher and ASN coordinator, PT SfL with appropriate differentiated within class supports and teaching/learning approaches
- Support class teacher and ASN coordinator/PT SfL in gathering and analysing initial curriculum based and contextual information as part of assessment process
- Support school in identifying and implementing appropriate evidence based literacy interventions, based on assessment
- Support the school in further assessment of a child/young person's needs, as appropriate
- Support children/young people as individuals or in small groups, as considered appropriate by the ASN Coordinator/PT SfL
- Monitor and evaluate child/young person's progress in response to intervention in collaboration with school staff
- Consult with school and other agencies in gathering further assessment where deemed appropriate

### 5.4 Educational Psychologist

The ASN coordinator/PT SfL and/or EAST teacher may consult with the Educational Psychologist at any stage of the assessment process. The *Dyslexia Toolkit* outlines the role of the psychologist as:

*To offer advice and intervention to children/young people, parents/carers, schools, and partners in the assessment, identification and educational planning for children/young people with dyslexia. This may include working:*

- *With individual children/young people and the staff who support them in contributing to the assessment process and giving advice on learning approaches.*

- *With staff in reviewing assessment methods and evidence of dyslexic difficulties, as well as providing staff development and training.*
- *At school level in validating assessment arrangements, as per Scottish Qualifications Authority (SQA) guidance.*
- *With parent groups, voluntary organisations, and other bodies in ensuring shared understanding of up to date developments in approaches to literacy, numeracy and other matters relating to dyslexia.*
- *At authority level and nationally in contributing to and ensuring that there is appropriate and effective policy and guidance, including research and development."*

The Educational Psychologist can become involved at any stage of the assessment and intervention process. The main focus of psychological assessment will be to evaluate the key areas identified by the definitions above and the emphasis will be:

- that the child/young person has difficulty in learning or maintaining accurate fluent word reading and/or spelling, or (in older children/young people) continues to have difficulties in applying learnt skills in a classroom context
- that appropriate learning opportunities have been provided
- that progress has been made only as a result of much additional effort/instruction and that difficulties have, nevertheless persisted

The nature of the psychologist's involvement will vary according to school context and the individual's requirements.

**Approved by:**  
**Alan Ward, Head of Education**  
**2 March 2016**

**Authorised by:**  
**Alex McPhee, Depute Chief Executive and Chief Financial Officer**  
**Economy and Skills**  
**2 March 2016**