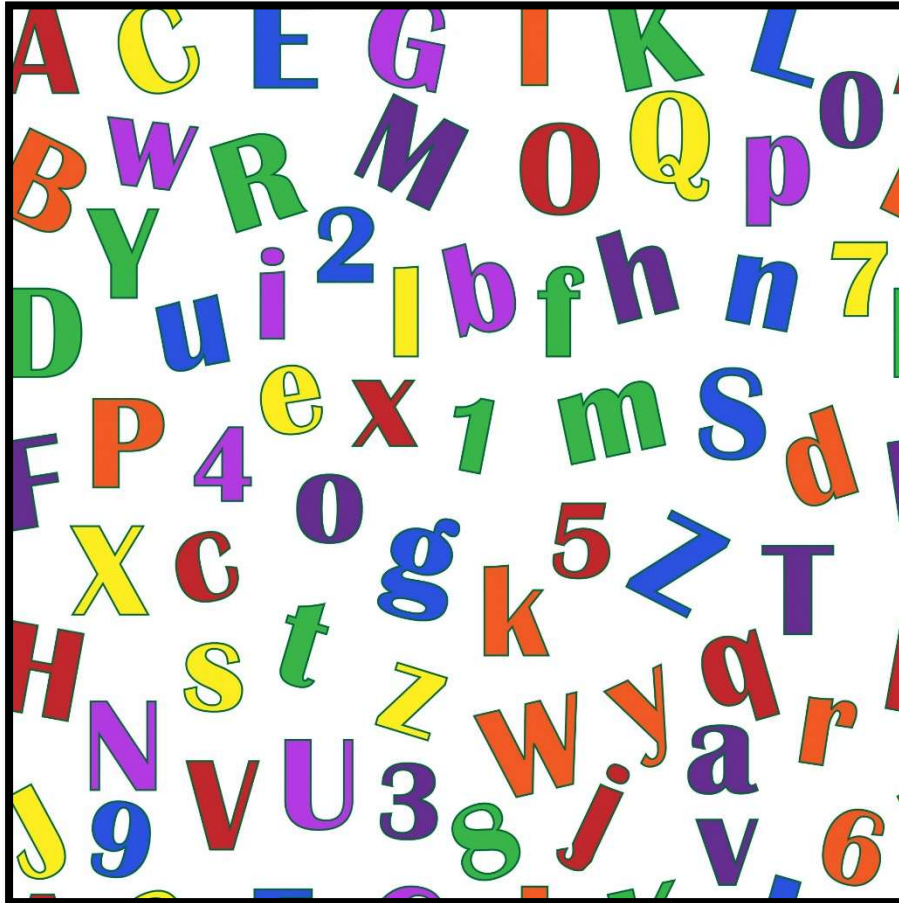




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## **Supporting Specific Learning Difference (Dyslexia): Guidance for Assessment and Intervention**

Revised June 2018

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## Acknowledgements

*Supporting Specific Learning Difference (Dyslexia): Guidance for Assessment and Intervention* is based on a progression pathway and framework to support literacy need which was designed and implemented by Gail Hendry, Educational Psychologist in Falkirk Council. The process has been developed in East Dunbartonshire, in consultation and collaboration with:

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Mary-Louise James	Educational Psychologist
Julie Murray	Inclusion Support Officer
Elisabeth Faulks	Inclusion Support Officer
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Education Support Teachers	

## **1. Supporting Specific Learning Difference (Dyslexia)**

Every pupil has a unique profile of strengths, skills and areas for development. This can be described as 'learning differences'. Learning differences are a normal part of development. In a small number of pupils, a learning difference presents a barrier to one aspect of learning. This is known as a Specific Learning Difference. Dyslexia is one type of Specific Learning Difference.

East Dunbartonshire Council is committed to raising attainment and ensuring equity for all pupils. It aims to ensure that strengths and individual approaches to learning are recognised and nurtured, and that any barriers to learning are identified and addressed timeously. *Supporting Specific Learning Difference (Dyslexia): Guidance for Assessment and Intervention* provides a framework for identifying and supporting pupils with Specific Learning Difference (Dyslexia) and clarifies the roles and responsibilities of education staff within this framework.

*Supporting Specific Learning Difference (Dyslexia): Guidance for Assessment and Intervention* sits alongside East Dunbartonshire Council's Including Every Learner policy and Wellbeing Framework. It is also informed by the Scottish Government's practice guidance, including the "Addressing Dyslexia Toolkit" (2017), the Education Scotland report "Making Sense: Education for Children and Young People with Dyslexia (2014) and Getting it Right for Every Child (2008).

### **1.1 Key Aims of Supporting Specific Learning Difference (Dyslexia) Guidance**

- To provide a clear assessment process to support the identification of Specific Learning Difference (Dyslexia).
- To support schools to consider evidence based differentiation and intervention strategies to enhance the progression of literacy skills.
- To ensure that the impact of differentiation and intervention is regularly tracked, monitored and considered in forward planning.
- To engage with parents/carers as partners in supporting pupils' literacy progression.
- To ensure the voice of the pupil is held central and pupils are involved in both discussion, decision making and the identification of support strategies.

## 2. Introduction

Most pupils acquire and develop literacy skills easily if they attend school regularly, have access to appropriate learning opportunities and receive support at home. However, for some pupils, literacy skills develop more slowly or with greater difficulty than would be expected. Dyslexia is a Specific Learning Difference which can cause significant difficulty in learning to read, write and/or spell. The impact of dyslexia is on a continuum, varying from mild to moderate to severe. Dyslexia affects between 3% and 10% of the population and occurs across all cultures and socio-economic backgrounds. Both boys and girls can be identified as having dyslexia (Peterson & Pennington, 2012).

Specific Learning Differences such as dyslexia do not reflect upon an individual's general cognitive ability, and pupils are likely to have strengths and skills in other aspects of the curriculum. With support and access to appropriate strategies, pupils with dyslexia should achieve their full potential in school. However, in cases where dyslexia is not yet identified or supported, pupils may experience low self-esteem, anxiety, atypical behaviour, and low educational achievement. Early identification and intervention ensures that pupils' skills and strengths are nurtured, and that progression through the curriculum is supported.

East Dunbartonshire Council promotes optimum literacy progression and attainment for all children and young people. Where children experience barriers to learning, these barriers are considered within the context of the learning environment and within the cyclical process of assessment and intervention. Any Specific Learning Difference which presents as a barrier to a pupil's progress is therefore assessed and supported in line with the general practices of promoting learning and inclusion. Effective assessment and intervention considers literacy progress, the learning environment and individual strategies the pupil uses. The main objective is to promote learning and support pupils to become independent learners. This can be achieved in most cases through differentiation within class or through Universal Support strategies. In some cases, Targeted Support may be considered.

East Dunbartonshire Council recognises the importance of partnership working in supporting pupils. A collaborative approach is essential in considering assessment information and evidence to determine whether a pupil meets the criteria for dyslexia. As such, the pupil, parents/carers, Class Teachers, Education Support Teachers, the Additional Support Needs Co-ordinator and the Educational Psychologist may be involved in the process. If appropriate, other multi-agency professionals may be involved in supporting decision-making, dependent on the needs of the pupil.

## **2.1 Definitions of Dyslexia**

East Dunbartonshire Council refers to the term 'Specific Learning Difference (Dyslexia)' and considers evidence against the criterion statements of both the Scottish Government (2009) and the British Psychological Society (2005) definitions of dyslexia.

### **2.1.1 The Scottish Government (2009)**

"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 difficulties;
- number skills;
- organisational ability;

Motor skill and co-ordination may also be affected".

### **2.1.2 British Psychological Society (2005)**

"Dyslexia is evident when accurate and fluent word 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".

### 3. Evidence Required to Support Decision Making

Every school in East Dunbartonshire adopts a whole school approach to identifying and supporting the needs of pupils with Specific Learning Difference (Dyslexia). When concerns are raised about a pupil’s progress in literacy, *Appendix 1: Progress Profile Record (Literacy)* is used to collate evidence. *Table 1: Assessment Evidence (Literacy)* provides an overview of the evidence which schools will gather, collate and synthesise to support decision making against the Scottish Government (2009) and the British Psychological Society (2005) definitions. Evidence is gathered over time to ascertain if the difficulties persist despite access to appropriate intervention and learning opportunities.

*Appendix 2: Professional Profile Criteria (Literacy)* is designed to support Class Teachers’ assessment in key areas of literacy development, with the guidance of the Additional Support Needs Co-ordinator. Contextual assessment over time is most valuable in identifying strengths and areas which may require support. Therefore, it is appropriate that *Appendix 1: Progress Profile Record (Literacy)* and *Appendix 2: Professional Profile Criteria (Literacy)* are used on more than one occasion. This allows the team around the pupil to ascertain if the difficulties persist despite access to appropriate support and learning opportunities interventions.

#### 1.1 Table One: Assessment Evidence (Literacy)

Area	Evidence	Guidance for evidence gathering
<p><b>1. Development of literacy skills:</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Reading</li> <li>• Spelling</li> <li>• Writing</li> </ul> <p>Refer to <i>Appendix 2: Professional Profile Criteria (Literacy)</i>.</p>	<p>An evaluation of literacy development will include:</p> <ul style="list-style-type: none"> <li>• <i>Appendix 2: Professional Profile Criteria (Literacy)</i>.</li> <li>• Pupil Profile Record (e.g. pupil reports, internal referrals, support plans).</li> <li>• Evidence of unsupported spelling progress (e.g. examples of work, Single Word Spelling Test).</li> <li>• Evidence of reading fluency, pacing and comprehension, including contextual assessment and standardised reading assessment if required (e.g. York).</li> </ul>	<p>Evidence is required that literacy skills have developed incompletely or with great difficulty, relative to the age and developmental profile of the pupil. There will be notable asynchrony in the pupil’s strengths in other areas of the curriculum. Evaluation of curricular strengths, preferred learning style and identified areas for development is required.</p>

	<ul style="list-style-type: none"> <li>Evidence of unsupported writing over time (minimum of three pieces of work).</li> </ul>	
<b>2. Learning Environment</b>	<p>An evaluation of the learning environment will include:</p> <ul style="list-style-type: none"> <li>Evidence of differentiation in learning.</li> <li>Environmental adaptations.</li> <li>Attendance pattern.</li> <li>Other contextual factors (e.g. change of teacher/school).</li> </ul>	Evidence is required that the pupil has had consistent access to differentiated and appropriate learning opportunities.
<b>3. Support Over Time</b>	Support over time will be evidenced using <i>Appendix 1: Progress Profile Record (Literacy)</i> .	Evidence is required that the difficulties continue to persist over time despite appropriate access to intervention and support.
<b>4. Wellbeing</b>	<p>The following may be helpful to consider if the assessment evidence is indicating emotional need:</p> <ul style="list-style-type: none"> <li>Structured observations.</li> <li>Assessment using the Wellbeing Indicators.</li> <li>Strengths and Difficulties Questionnaire.</li> </ul>	Evidence is required that social and emotional factors are not the primary barrier to literacy progress. Assessment of the pupil's social and emotional presentation in relation to the acquisition of literacy skills will be considered. Analysis of other possible factors to ascertain that they do not impact on literacy progression (e.g. motivation, anxiety, etc).
<b>5. Parent/Carer and Pupil Views</b>	<p>Pupil and parent/carers views will be incorporated into the assessment. As a minimum, the following information will be collated and compared with school assessment evidence.</p> <ul style="list-style-type: none"> <li><i>Appendix 3: Parents/Carers View.</i></li> <li><i>Appendix 4: Pupil View.</i></li> <li>Review Meetings.</li> </ul>	Evidence will be collected from parents/carers and pupils, and compared with school assessment information. Analysis of early development, family history, contextual assessment from home or previous establishments, vision, hearing, health and other identified barriers to learning is required.

*NB: This table is intended as a guide to support professional thinking and evidence gathering. It is not intended to be a definitive list of assessment information or evidence required. Assessment should consider evidence from multiple sources, including context specific resources or materials.*



#### **4. Assessment Process (Literacy)**

Class Teachers continually assess planned learning experiences across contexts. Teachers will use a variety of approaches to gather evidence to identify strengths and areas of difficulty, recognise achievement, describe progress and identify next steps.

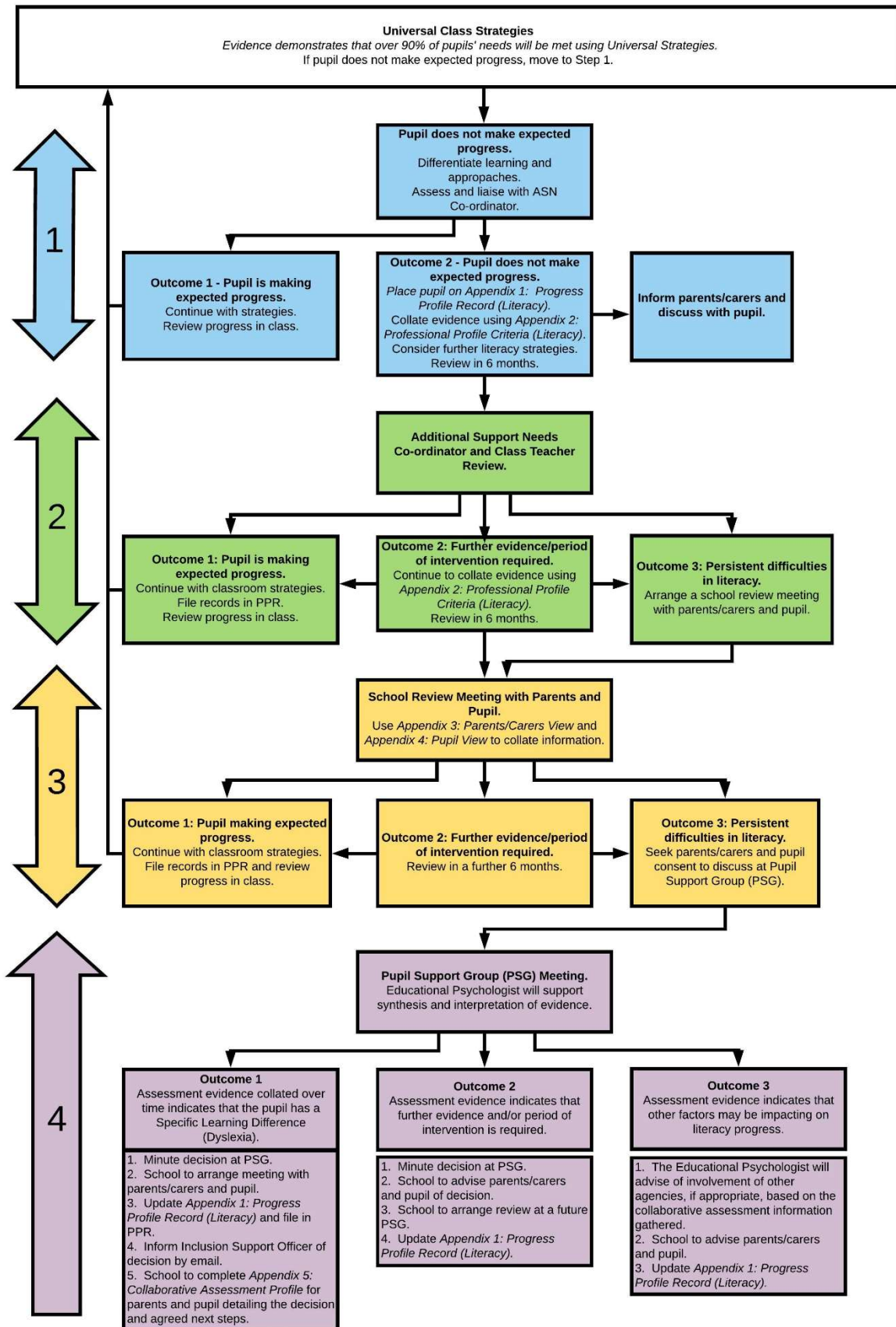
Pupil progress is assessed across the following key areas:

- Knowledge and Understanding
- Skills
- Attributes and Capabilities

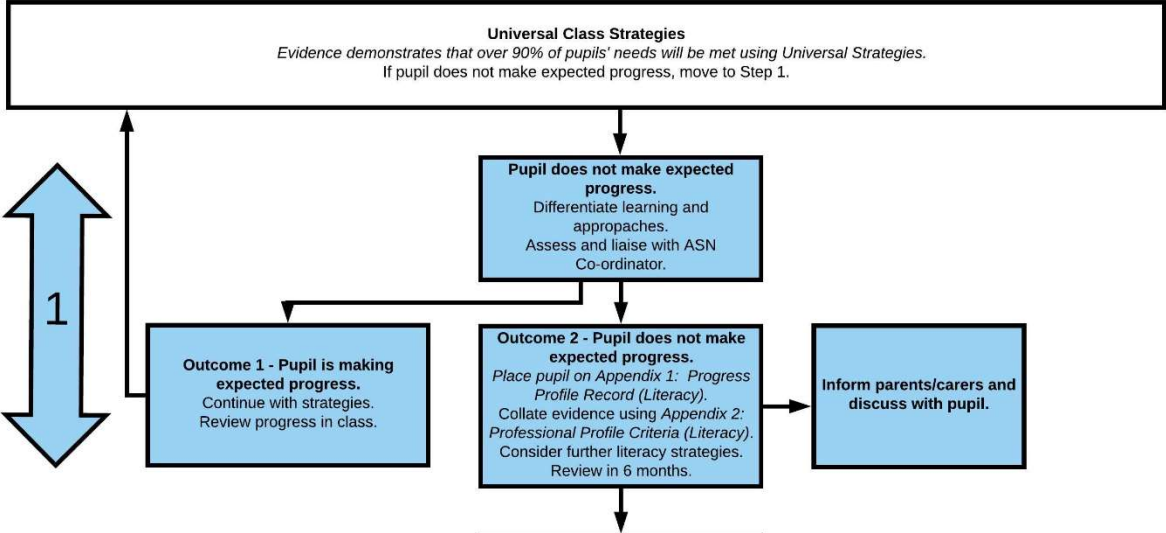
Assessment is an integral part of learning and teaching. It supports learning through explicit teaching methodology and reflective feedback. Good quality assessment enables learning to be effectively differentiated to allow learners to achieve success. It serves to encourage and promote learner engagement and achievement (The Scottish Government, 2011).

In many cases, concerns will be raised by Class Teachers in the first instance. However, parents may also raise concerns with the school via discussion with the Class Teacher or Additional Support Needs Co-ordinator. Parents/carers should be regularly informed about pupils' strengths and areas which may require further support to improve learning. *Supporting Specific Learning Difference (Dyslexia): Guidance for Assessment and Intervention* outlines the assessment process to track and monitor literacy progress and achievement across the curriculum.

## 4.1 Literacy Assessment Process Flow Chart



**4.2 Step 1 (Level of the Classroom)**

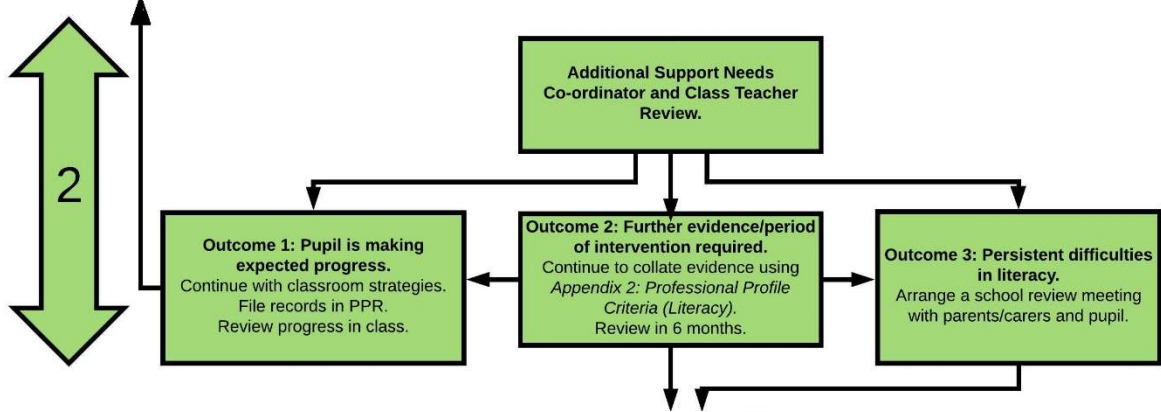


It is the role of the Class Teacher to provide a holistic assessment of strengths and to identify areas which may require further support. This is achieved through regular tracking and monitoring across curricular areas and the provision of universal support strategies and differentiation. Any concerns should be shared in the first instance with the school's Additional Support Needs Co-ordinator who will review and clarify the assessment information and classroom intervention(s).

In cases where the pupil makes expected progress, **Outcome 1** is selected. Support strategies should continue and progress should be regularly reviewed in class.

In cases where the pupil does not make expected progress, **Outcome 2** is selected and the assessment process moves to **Step 2**. Parents/carers should be advised that the pupil's literacy progress will be closely monitored and key areas will be assessed to determine appropriate support strategies. *Appendix 1: Progress Profile Record (Literacy)* and *Appendix 2: Professional Profile Criteria (Literacy)* should be used to record information.

**4.3 Step 2 (Additional Support Needs Co-ordinator and Class Teacher Review)**



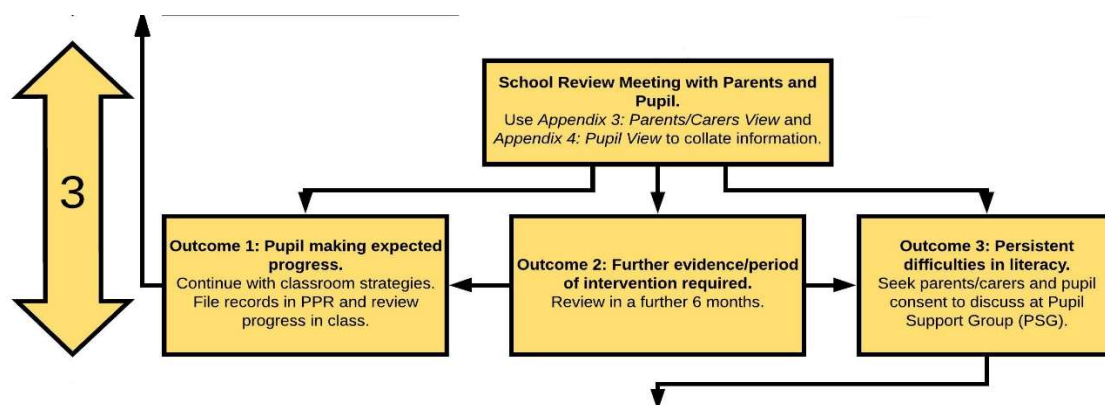
At **Step 2**, a formal review between the Class Teacher and Additional Support Needs Co-ordinator should be held and evidence gathering should continue. A date should be agreed to review assessment evidence within six months of the initial discussion. Following the review of the assessment evidence, one of three outcomes may be reached.

In cases where the pupil is making expected progress, **Outcome 1** is selected. Classroom strategies should continue and *Appendix 1: Progress Profile Record (Literacy)* and *Appendix 2: Professional Profile Criteria (Literacy)* should be filed in the Pupil Progress Record (PPR).

In cases where further evidence is required, **Outcome 2** is selected. Further evidence is gathered through routine classroom assessment and through *Appendix 2: Professional Profile Criteria (Literacy)*. A review should be arranged within six months of the discussion. It is anticipated that **Outcome 2** may require to be revisited on more than once before **Outcome 3** is considered.

Where it evident that a pupil is experiencing persistent difficulties in literacy, **Outcome 3** is selected. A review meeting should be arranged between the Additional Support Needs Co-ordinator, parents/carers and pupil. The assessment process should then move to **Step 3**.

#### 4.4 Step 3 (School Review Meeting)



At **Step 3**, a school review meeting should be arranged with parents/carers, the pupil and school staff. The purpose of the meeting is to review school strategies and intervention(s), reaffirm strengths and identify areas of educational need. It will also provide opportunity for parents/carers to share their knowledge and views of the pupil's literacy progress within the home context. *Appendix 3: Parent/Carer Views* provides a framework to formally gather parent/carer assessment information during the meeting.

##### 4.4.1 Pupil Voice

Schools in East Dunbartonshire actively seek the views of pupils and involve them in decision making. Pupils are encouraged to freely express their opinion on all matters which affect them. This enables pupils to become active participants in their learning and promotes confidence, a sense of agency and responsibility in determining what will help them with their literacy progress. Pupils should be invited to participate in meetings and planning in whatever way they feel most comfortable with. *Appendix 4: Pupil Views* is provided to formally gather views and can be completed more than once, with the support of a trusted adult, to assess if there has been change over time. Pupil's views will also be gathered informally on a regular basis to ensure learning is appropriately balanced and supports their literacy development and wellbeing.

##### 4.4.2 Education Support Teachers

Education Support Teachers provide support to school staff on all areas of additional support for learning. Education Support Teachers may attend the review meeting and advise on intervention(s) to support literacy development for individual pupils and/or groups of pupils. Dependent on the assessment, Education Support Teachers may also provide:

- Support in classes through team teaching

- Group support for cohorts of pupils
- Individual support for pupils

All assessment evidence will be considered at the review meeting along with the impact of agreed strategies and intervention(s) over time. At the end of the meeting, one of three outcomes will be reached.

In cases where the pupil is making expected progress, **Outcome 1** is selected. Classroom strategies should continue and *Appendix 1: Progress Profile Record (Literacy)* and *Appendix 2: Professional Profile Criteria (Literacy)* should be filed in the PPR.

In cases where further evidence is required, **Outcome 2** is selected. Further evidence is gathered through routine classroom assessment and through *Appendix 2: Professional Profile Criteria (Literacy)*. A review should be arranged within six months of the discussion.

Where it is evident that a pupil is experiencing persistent difficulties in literacy, **Outcome 3** is selected. Consent should be sought from parents/carers and the pupil for discussion at the Pupil Support Group (PSG).

#### **4.5 Step 4 (Pupil Support Groups)**

PSGs are held in each school and attended by the Additional Support Needs Co-ordinator, Education Support Teacher, Class Teachers, link Educational Psychologist and other agencies, as appropriate. The purpose of the PSG is to raise attainment and promote social inclusion for all East Dunbartonshire pupils through the process of Universal and Targeted Support. Getting it Right for Every Child (GIRFEC) provides the education service framework within which schools and partners assess and then support needs, implement strategies and review any pupil plan to ensure the best outcomes for pupils.

Where there are concerns regarding Specific Learning Difference (Dyslexia), evidence will be considered at a PSG in order to reach a conclusion to the assessment process.

##### **4.5.1 The Role of the Educational Psychologist at the PSG**

Each school in East Dunbartonshire is allocated a link Educational Psychologist. Educational Psychologists provide support for pupils with additional support needs through the cycle of consultation, assessment and intervention.

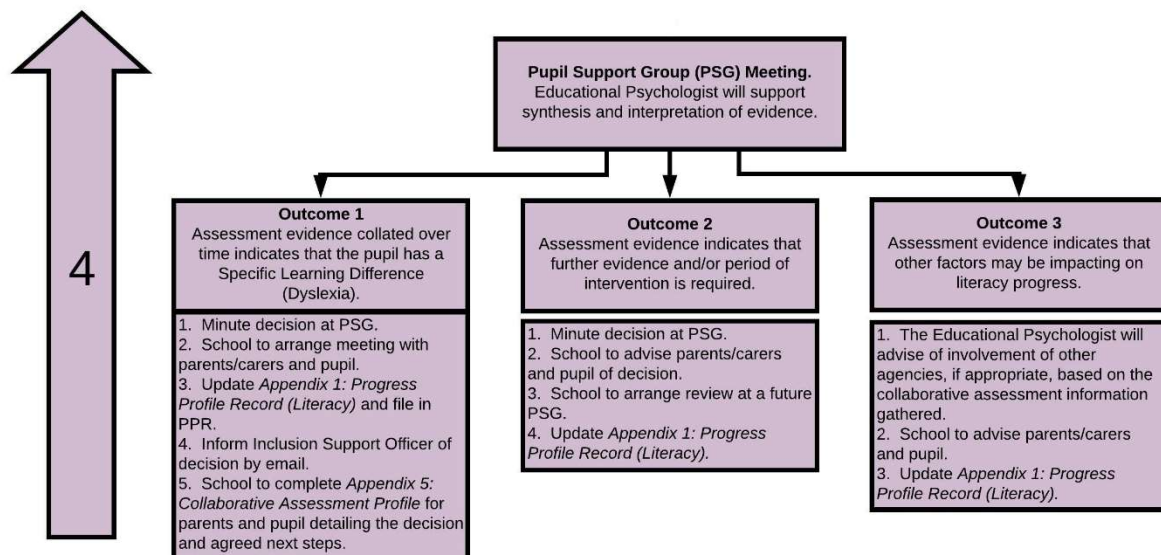
The school's link Educational Psychologist will attend each PSG to provide consultative advice to the group. In relation to Specific Learning Difference (Dyslexia), Educational Psychologists

provide consultative advice on the assessment, identification and educational planning for pupils. This may include:

- Reviewing the assessment process and evidence gathered in order to decide whether the definitions of dyslexia are appropriate;
- Advising on strategies to support young people with Specific Learning Difference (Dyslexia);
- Supporting practitioners in developing their knowledge and skills regarding Specific Learning Difference (Dyslexia).

In some cases, it may be agreed that further assessment is required. The Educational Psychologist will advise if the involvement of other agencies is appropriate based on the collaborative assessment information gathered.

Any support provided at PSG aims to enhance pupils' learning. Support sits within the framework of A Curriculum for Excellence and East Dunbartonshire Council's Wellbeing Framework. The PSG also allows for the provision of the entitlement to personal support for all pupils particularly in relation to reviewing learning, planning next steps and providing access to learning activities designed to meet identified needs. This ensures that schools and other agencies can maximise opportunities for all pupils to develop skills for learning, life and work. The PSG will decide on one of the following three outcomes:



## 5. Assessment Summary

It is important that any barrier to learning or Specific Learning Difference is recognised at the earliest possible stage so that appropriate strategies and support can be put in place timeously. *Supporting Specific Learning Difference (Dyslexia): Guidance for Assessment and Intervention* aims to provide a clear process of assessment, and intervention to enhance attainment for all and provide Universal and Targeted Support (if required) to meet individual need. Many children who have a learning difference in literacy do not fulfil the Scottish Government (2009) or the British Psychological Society (2005) definitions of dyslexia. Assessment completed over a period of time provides greater certainty that an identification of Specific Learning Difference (Dyslexia) is accurate and appropriate compared to independent, discrete assessments. Therefore, it is important that a robust assessment which considers the many factors which influence the pupil's development takes place.

In cases where a private assessment has identified a Specific Learning Difference (Dyslexia), the parent/carer should provide a copy of the report to the school's Additional Support Needs Co-ordinator. Schools should give regard to private reports and take their contents into account when planning for the pupil's learning and support. However, contextual assessment of the pupils' literacy skills should continue in school.

The application of a label to describe an area of difficulty during the early stages of development may not be particularly helpful or meaningful, as progress will be affected by maturation and experience. In the majority of cases, an identification of dyslexia can be confidently determined from the middle to upper primary stages. Evidence must be gathered which demonstrates that difficulties in literacy persist over time despite access to appropriate learning environments, teaching and support. Evidence must also demonstrate that no other factors which may have impacted upon the development of literacy skills.

It is important to note that strategies to support literacy development will be implemented regardless of the stage of evidence gathering or identification of Specific Learning Difference (Dyslexia).



## 6. Support and Intervention

*Supporting Specific Learning Difference (Dyslexia): Guidance for Assessment and Intervention* sits alongside East Dunbartonshire Council's Including Every Learner policy and Wellbeing Framework. It is informed and underpinned by the Scottish Government Guidance, 'Making Sense: Education for Children and Young People with Dyslexia' (2014). As such, the Addressing Dyslexia Toolkit (Scottish Government, 2017) is recommended as a key resource to support literacy progress. Further support can be sought from the following recommended resources. Advice and consultation regarding evidence based resources and/or intervention(s) for literacy development can be obtained from East Dunbartonshire Council Educational Psychology Service via the link Educational Psychologist in school.

Books	
Practitioners	Reid, G. (2009). <i>Dyslexia: A Practitioners Handbook 3rd Edition</i> . John Wiley.
Parents	Chivers, M. (2001). <i>Practical Strategies for Living with Dyslexia</i> . Jessica Kingsley Publishers.
Pupils	Rooke, M. (2017). <i>Dyslexia is My Superpower (Most of the Time)</i> . Jessica Kingsley Publishers.  Oelschlager, V. (2012). <i>Knees: The Mixed Up World of a Boy with Dyslexia</i> . Vanita Publishers  Winton, A. (2015). <i>The Self-Help Guide for Teens with Dyslexia</i> . Jessica Kingsley Publishers.

Websites	
Practitioners	Dyslexia Toolkit: <a href="http://www.addressingdyslexia.org">http://www.addressingdyslexia.org</a>  Dyslexia Scotland: <a href="http://www.dyslexiascotland.org.uk">http://www.dyslexiascotland.org.uk</a>  Nessy Reading and Writing: <a href="https://www.nessy.com/uk">https://www.nessy.com/uk</a>  Seeing Ear: <a href="http://www.seeingear.org">http://www.seeingear.org</a>
Parents	Dyslexia Scotland: <a href="http://www.dyslexiascotland.org.uk">http://www.dyslexiascotland.org.uk</a>  Understanding Dyslexia: <a href="http://www.parentchampions.org.uk/resources/understanding-dyslexia-booklet/">http://www.parentchampions.org.uk/resources/understanding-dyslexia-booklet/</a>
Pupils	Dyslexia Unwrapped <a href="https://unwrapped.dyslexiascotland.org.uk/">https://unwrapped.dyslexiascotland.org.uk/</a>

## **6.1 Transition Support**

Consideration will be given to all pupils who are being tracked and monitored through *Supporting Specific Learning Difference (Dyslexia): Guidance for Assessment and Intervention* to ensure transitions are effectively managed from one academic session to the next. A profile of strengths and any strategies and intervention(s) in place will be passed to key members of school staff to support a seamless transition for pupils.

Careful transition planning is particularly important for pupils presenting with additional support needs at the following key stages:

- Nursery to Primary 1
- Primary 7 to S1
- Secondary School to Post School

## **6.2 Transition to Secondary School**

If a pupil has met the criteria for dyslexia as set by the Scottish Government (2009) and British Psychological Society (2005), they will be raised again at the PSG prior to transitioning to secondary school. The Additional Support Needs Co-ordinator (Primary) will invite the Pupil Support Co-ordinator (Secondary) and the Principal Teacher of Support for Learning to a PSG to discuss an appropriate plan to meet individual need.

## **6.3 Secondary School and Alternative Assessment Arrangements**

Regular tracking and monitoring of literacy progress and support strategies will continue following a pupil's transition to secondary school. The assessment evidence will determine if alternative assessment arrangements are required.

Alternative assessment arrangements are informed by the Scottish Qualifications Awards policy documentation (Scottish Qualification Authority, 2010). Access to alternative assessment arrangements is based on the principle of ensuring every pupil has the opportunity to demonstrate their ability without compromising the assessment process. As such, the assessment evidence will identify the most appropriate intervention(s) to support individual need. It is important to note that an identification of a Specific Learning Difference does not automatically entitle a pupil to alternative assessment arrangements. Contextual evidence must be gathered to demonstrate what strategies support the pupil's learning and what impact this has on achievement.

## **6.5 Transition to Post School**

A copy of the *Appendix 5: Collaborative Assessment Profile* will be held in the Pupil's Profile Record (PPR) and will be provided to parents/carers at the time agreement has been reached

that the pupil has a Specific Learning Difference (Dyslexia). Prior to the pupil leaving school the documentation will be updated and a copy will be provided to the pupil. It will be up to the individual to decide if they wish to share this information with prospective employers and/or further educational establishments.

## 7. References

British Psychological Society (2005). *Dyslexia, Literacy and Psychological Assessment: Report by the Working Party of the Division of Educational and Child Psychology of the British Psychological Society*. BPS: Leicester

Dyslexia Scotland (2017). *Dyslexia Toolkit*. Retrieved from:  
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Education Scotland (2014). *Making Sense: Education for Children and Young People with Dyslexia in Scotland*. Retrieved from: <https://www.gov.scot/addressingdyslexia.org/making-sense-dyslexia-review>

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The Scottish Government (2009). *Scottish Definition of Dyslexia*. Retrieved from:  
<https://www.gov.scot/Topics/Education/Schools/welfare/ASL/dyslexia>

The Scottish Government (2008). *Getting it Right for Every Child*. Retrieved from:  
<https://www.gov.scot/resource/doc/238985/0065813.pdf>

## Appendix 1: Progress Profile Record (Literacy)

### Step 1: Level of the Classroom

Pupil Information		
Name:		
Current School/Establishment:		
Date of Birth:		
Stage:		
Attendance:		
First Language:		
Nature of Literacy Difficulty:		
Assessment	Analysis	
Review of assessment information collated <i>Appendix 2: Professional Profile Criteria (Literacy)</i> :		
Areas of strength:		
Intervention	Analysis	
Review impact of strategies and class based Intervention:		
Next steps		
Signed:	Designation:	Date:

## Step 2: Additional Support Needs Co-ordinator and Class Teacher Review Meeting

Assessment	Analysis
Review assessment information collated from <i>Appendix 2: Professional Profile Criteria (Literacy)</i> .	
Areas of strength:	
Intervention	Analysis
Review impact of strategies and class based Intervention:	
Next steps	

Outcome	Select agreed outcome	Action
Pupil assessed as making good progress with classroom strategies and intervention(s).		<ul style="list-style-type: none"> <li>School to file class teacher contextual assessment grid in Pupil Profile Record (PPR) noting date it has ceased.</li> <li>Class Teacher to continue with classroom based strategies and assess progress.</li> </ul>
Additional Needs Co-ordinator has identified that further classroom based assessment evidence is required.		<ul style="list-style-type: none"> <li>Additional Support Needs Co-ordinator to specify assessment information required and reschedule internal meeting.</li> <li>Class Teacher to continue with agreed strategies and support</li> </ul>
Assessment evidence indicates that concerns continue to persist and require further investigation.		<ul style="list-style-type: none"> <li>The Additional Support Needs Co-ordinator will arrange a Team around the Child meeting with parents and pupil to review assessment information and plan next steps.</li> <li>The Additional Support Needs Co-ordinator will note agreed action on the profile record.</li> </ul>
<b>Named Person:</b>	<b>Designation:</b>	<b>Date:</b>

### Step 3: School Review Meeting with Parents/Carers and Pupil

Assessment		Analysis	
Review assessment information and impact of intervention(s). Review other environmental factors:			
Clarify areas of strength:			
Parent/Carer Views: (see Appendix 3):			
Pupil Views (see Appendix 4):			
Outcome	Agreed Outcome	Action	
<b>Outcome 1:</b> Pupil making expected progress.		<ul style="list-style-type: none"> <li>• File <i>Appendix 2: Professional Profile Criteria (Literacy)</i> in Pupil Profile Record (PPR) noting date it has ceased</li> <li>• Continue with classroom strategies.</li> <li>• Review progress at class level</li> </ul>	
<b>Outcome 2:</b> Further evidence/period of intervention required. Review in 6 months.		<ul style="list-style-type: none"> <li>• Agree intervention and date for Team Around the Child review</li> </ul>	
<b>Outcome 3:</b> Persistent difficulties in literacy.		<ul style="list-style-type: none"> <li>• The Additional Support Needs Co-ordinator will seek consent from parents/carers to discuss the case with the Educational Psychologist at the next Pupil Support Group meeting (PSG).</li> <li>• School to collate evidence for review at PSG.</li> </ul>	
<b>Signed:</b>	<b>Designation:</b>	<b>Date:</b>	

## Step 4: Pupil Support Group

Pupil Information				
Name:				
Current School/Establishment:				
Date of Birth:				
Stage:				
Attendance:				
First Language:				
Nature of Literacy difficulty:				
Evidence				
<i>Provide evidence of the implementation of strategies and impact of strategies over time.</i>				
<i>Appendix 2: Professional Profile Criteria (Literacy):</i>				
Work Samples: <i>Reading and comprehension assessment (time taken, analysis of error).</i> <i>Dictation (time taken, analysis of error).</i> <i>Spelling assessment(s.)</i> <i>Unsupported writing.</i>				
Scottish National Standardised Assessment: Literacy (when normative data is available: projected 2018/19)	P1 s.s.	P4 s.s	P7 s.s	S3 s.s
Wellbeing Assessment (if school, pupil, or parent/carer data indicates it would be beneficial):				
Parent/Carer View (see Appendix 3):				
Pupil View (see Appendix 4):				
Outcome	Agreed Outcome	Action		
<b>Outcome 1:</b> Assessment evidence collated over time indicates that the pupil has a Specific Learning Difference (Dyslexia).		<ul style="list-style-type: none"> <li>• Minute decision at PSG.</li> <li>• School to arrange meeting with parents/carers and pupil.</li> <li>• Update <i>Appendix 1: Progress Profile Record (Literacy)</i>.</li> <li>• Inform Inclusion Support Officer of decision.</li> <li>• School to complete <i>Appendix 5: Collaborative Assessment Profile</i> for parents/carers and pupil.</li> </ul>		
<b>Outcome 2:</b> Assessment evidence indicates that further evidence and/or period of intervention is required.		<ul style="list-style-type: none"> <li>• Minute decision at PSG.</li> <li>• School to advise parent/carer and pupil of decision.</li> <li>• School to arrange review at a future PSG.</li> <li>• Update <i>Appendix 1: Progress Profile Record (Literacy)</i>.</li> </ul>		



<p><b>Outcome Three:</b> Assessment evidence indicates that other factors may be impacting on literacy progress.</p>		<ul style="list-style-type: none"> <li>• The Educational Psychologist will advise of involvement of other agencies, if appropriate, based on the collaborative assessment information gathered.</li> <li>• School will advise parents/carers and pupil of decision.</li> <li>• Update <i>Appendix 1: Progress Profile Record (Literacy)</i>.</li> </ul>
<p><b>Signed:</b></p>	<p><b>Designation</b></p>	<p><b>Date:</b></p>

## Appendix 2: Professional Profile Criteria (Literacy)

All children, through the teaching and learning process, will be assessed on their knowledge, skills and process of literacy learning. Identification of specific learning difference follows a staged procedure of identification, assessment and intervention. Professional Profile Criteria (Literacy) is designed to provide a standard unified approach to support planning and early identification of need. It has been arranged into the following key sections.

<b>Pupil's Name:</b>		<b>Completed by:</b>	
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<b>Section</b>	<b>Assessment Area</b>
A	Pupil Information
B	Gross and Fine Motor Development
C	Expressive and Receptive Language Development/Talking and Listening
D	Phonological Awareness
E	Reading
F	Spelling
G	Writing
H	Memory Retention and Processing

Each sub-section highlights descriptors which are designed to support assessment and planning. Descriptors are dependent on the developmental stage and chronological age of the young person and this should be considered during assessment. All contextual information should be considered including observations of strengths, parental/carer and pupil views, collation of multi-agency data and any other relevant information. The Educational Psychologist will support the Team Around the Child with the synthesis and interpretation of data in order to support planning and identify next steps.

**Section A: Pupil Information**

<b>Name:</b>			
<b>Date of Birth:</b>			
<b>Stage:</b>			
<b>English as an Additional Language:</b>	Yes/No	<b>Please detail:</b>	

<b>Assessed Areas of Strength/Interest:</b>

## Section B: Gross and Fine Motor Development

Assessment should consider the pupil's motor skills in a variety of contexts. If concerns are noted with motor skills, assessment evidence should be gathered to ascertain contexts and conditions when motor skills are improved. Strategies and intervention(s) will be identified to support individual need. General strategies to support gross and fine motor difficulty are:

- Adapt physical resources to reduce barriers to learning (e.g. chunky pencils, writing grips, different mediums to mark make)
- Provide opportunities to practice and strengthen fine and gross motor skills (e.g. ball games play, cutting, tying laces)
- Consider support from other agencies if difficulty is persistent

Contextual Assessment Evidence	Guidance <i>Does the pupil...</i>	Date(s)	Comment
Spatial Awareness	<ul style="list-style-type: none"> <li>• Navigate their way around objects in both familiar and unfamiliar environments?</li> <li>• Climb stairs using handrail?</li> <li>• Go down stairs using handrail?</li> <li>• Climb stairs without use of supports?</li> <li>• Go down stairs without use of supports?</li> </ul>		
Gross Motor Development	<ul style="list-style-type: none"> <li>• Put shoes on correct feet?</li> <li>• Manipulate fastenings independently?</li> <li>• Tie shoelaces independently?</li> <li>• Kick a ball to the intended area?</li> <li>• Catch and throw ball?</li> </ul>		
Fine Motor Control Development	<ul style="list-style-type: none"> <li>• Demonstrate dominant/preferred hand?</li> <li>• Demonstrate correct pencil grasp (state stage of development and palmer/tripod/pincer)?</li> <li>• Have age appropriate scissor control?</li> </ul>		

	<ul style="list-style-type: none"><li>• Demonstrate formation of writing skills (appropriate to age and stage of development)?</li></ul>		
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**Section C: Expressive and Receptive Language Development/Talking and Listening**

*Assessment should consider the pupils use and understanding of spoken language. If concerns are noted with either expressive or receptive language, assessment evidence should be gathered to ascertain contexts and conditions where the pupil's language skills are improved. Strategies and intervention(s) will be identified to support individual need. General strategies to support expressive and receptive language concerns are:*

- *Reduce language, use clear and concise instructions, repeat when required*
- *Discrete checks for understanding and feedback*
- *Modelling of language*
- *Explicit teaching of key vocabulary*
- *Use of visuals to support understanding*
- *Task segmentation and reinforcement*

Contextual Assessment Evidence	Guidance <i>Does the pupil...</i>	Date(s)	Comment
Expressive Language	<ul style="list-style-type: none"> <li>• Verbalise correct labels for objects?</li> <li>• Sequence phrases correctly?</li> <li>• Identify correct word(s) to use in context of conversation?</li> <li>• Demonstrate pronunciation and articulation synchronous with age and stage of development?</li> <li>• Use connected speech clear and easy to understand?</li> <li>• Clearly communicate polysyllabic words?</li> <li>• Contribute information which is related to discussion?</li> <li>• Exchange ideas with peers?</li> <li>• Demonstrate a marked difference between spoken and written language?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Demonstrate use of advanced vocabulary and advanced sequencing of ideas which is not evident in written work?</li> </ul>		
Receptive Language	<ul style="list-style-type: none"> <li>• Follow instruction directed at class level readily and accurately?</li> <li>• Follow multi-step instruction without repetition?</li> <li>• Demonstrate good understanding of routine?</li> <li>• Require repeated prompts?</li> <li>• Require concrete simplified language augmented with visuals?</li> <li>• Require additional time to process language without further instruction?</li> <li>• Require individualised checks to support understanding?</li> </ul>		

## Section D: Phonological Awareness

Assessment should consider the pupil's phonological awareness, and the contexts where their awareness is improved. Strategies and intervention(s) will be identified to support individual need. General advice to support phonological awareness development are:

- Frequent repetition of phonics tasks
- Use of visual support/frames (such as Elkonin Boxes)
- Use of multisensory games (rhyming games, syllable clapping games, colour coding)

Contextual Assessment Evidence	Guidance <i>Does the pupil...</i>	Date(s)	Comment
Phonological Awareness	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of whole words as units of sounds?</li> <li>• Segment words into syllables through clapping?</li> <li>• Recognise and predict rhyme?</li> <li>• Separate the odd one out in rhyming sequences?</li> <li>• Demonstrate an understanding of onset and rhyme (e.g. demonstrable ability to identify beginning, middle and end sound in words presented orally, single sounds a/c/r - blends s/sh/, th/ etc)?</li> <li>• Identify specific individual sounds and manipulates them to make words?</li> <li>• Distinguish phonemes in words (e.g., 'ship' = /sh/ + /i/ + /p/)?</li> <li>• Identify specific phonemes and manipulates them in words to make new words?</li> <li>• Identify and generate examples of alliteration?</li> </ul>		



	<ul style="list-style-type: none"><li>• Confidently engage in non-word reading exercises (eg. analyse self-correction patterns)?</li></ul>		
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## Section E: Reading and Comprehension

Assessment should consider how the pupil accesses written text, the fluency of word reading and pupil's understanding of written text. If concerns are noted with reading and comprehension, assessment evidence should be gathered to ascertain contexts and conditions when reading and comprehension are improved. Strategies and intervention(s) will be identified to support individual need. General advice to support reading and comprehension are:

- Provide texts which provide an appropriate level of challenge and interest
- Support the development of sight vocabulary and 'word attack' strategies
- Provide frameworks to analyse text (e.g. Story maps, story boards, highlighting key parts)
- Review key vocabulary, themes and strategies prior to reading
- Encourage pupils' to self-evaluate their understanding of text and metacognitive strategies

Contextual Assessment Evidence	Guidance <i>Does the pupil...</i>	Date(s)	Comment
Reading Fluency	<ul style="list-style-type: none"> <li>• Demonstrate phonological awareness which supports decoding of unfamiliar text (e.g. sounding out, blending, etc.)?</li> <li>• Demonstrate visual discrimination errors at initial sound level which are observable when pupil is attempting to decode text which is visually similar (e.g. 'm' and 'n')?</li> <li>• Demonstrate visual discrimination errors at word level when pupil is attempting to read (e.g. 'them' and 'then')?</li> <li>• Transpose of words when reading aloud?</li> <li>• Decode unfamiliar text in a way which does not impact on fluency and ability to extract meaning from text?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Demonstrate the ability to read learned vocabulary with fluency and grammatical awareness?</li> <li>• Easily locate correct place in text?</li> <li>• Omit text at syllable and/or word level?</li> <li>• Make frequent word errors (analyse frequency and pattern of error)?</li> <li>• Have difficulty in auditory discrimination (e.g. confusion of letters that sound similar such as /c/ and /g/, /t/ and /d/, /p/ and /b/, /v/)?</li> <li>• Use avoidance strategies or appear anxious when asked to read in front of others?</li> </ul>		
Comprehension	<ul style="list-style-type: none"> <li>• Decode unfamiliar text in a way that does not impact on fluency and ability to extract meaning from text?</li> <li>• Identify contextual cues/familiar text to extract meaning?</li> <li>• Make inference from text?</li> <li>• Critically evaluate text?</li> <li>• Offer opinion?</li> <li>• Summarise text, develop ideas and synthesise?</li> <li>• Demonstrate a discrepancy between reading and listening comprehension? (The extent to which the barrier to comprehension is due to word-level difficulties).</li> </ul>		

## Section F: Spelling

Assessment should consider the pupil's spelling in written work across the curriculum. If concerns are noted with spelling, assessment evidence should be gathered to ascertain contexts and conditions where spelling is improved. Strategies and intervention(s) will be identified to support individual need. General strategies to support spelling are:

- Analysis of strengths with pupil including success explicitly defined within error
- Multisensory approaches (including mnemonics and rhymes)
- Frequent revision of common words
- Provide concrete resources to aid writing (e.g. lists of high frequency words)
- Use of ICT when appropriate (e.g. spell checkers, predictive text programmes)

Contextual Assessment Evidence	Guidance <i>Does the pupils...</i>	Date(s)	Comment
Spelling	<ul style="list-style-type: none"> <li>• Demonstrate consistent use of vowel diagraphs in general and targeted spelling?</li> <li>• Make sequencing errors in spelling?</li> <li>• Make letter reversals in spelling?</li> <li>• Write words that are incomplete?</li> <li>• Demonstrate an inconsistency in spelling (e.g. word has been attempted a number of times with inconsistent pattern)?</li> <li>• Copy words in textbook/worksheet to independent work with accuracy?</li> </ul>		

## Section G: Writing

Assessment should consider the pupil's writing (including presentation, structure and content) across the curriculum. If concerns are noted in relation to writing evidence should be gathered to ascertain contexts and conditions when writing is improved. Strategies and intervention(s) will be identified to support individual need. General advice to support writing concerns are:

- Provide support in structuring writing (e.g. Chunking tasks, writing frames, story boards)
- Provide resources to support spelling (e.g. Common/high frequency word lists, teaching of key vocabulary)
- Reduce written demands, where appropriate
- Use of ICT or alternative methods of recording ideas, where appropriate

Contextual Assessment Evidence	Guidance <i>Does the pupil...</i>	Date(s)	Comment
Writing	<ul style="list-style-type: none"> <li>• Copy words at distance to independent work with accuracy?</li> <li>• Copy words in textbook/worksheet to independent work with accuracy?</li> <li>• Require prompting and guidance to stay on task?</li> <li>• Require support to sequence well-articulated ideas into writing?</li> <li>• Require support to develop basic grammatical structure in writing (e.g. capital letters/full stops)?</li> <li>• Demonstrate a discrepancy between written work and skills in Talking and Listening (eg. use of advanced vocabulary and advanced sequencing of ideas in verbal communication, but written evidence includes only safe</li> </ul>		

	<p>vocabulary and limited development of ideas)?</p> <ul style="list-style-type: none"><li>• Require further support with letter formation?</li><li>• Use capital letters in middle/end of words?</li><li>• Require support to develop writing in correct space/on lines?</li><li>• Demonstrate directionality of text?</li><li>• Demonstrate observable behaviours that they feel anxious or avoidant when engaging in writing tasks?</li></ul>		
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## Section H: Memory Retention and Processing

*Assessment should consider how the pupil retains knowledge and understanding across the curriculum. If concerns are noted with retention and processing, assessment evidence should be gathered to ascertain contexts and conditions when retention and processing are improved. Strategies and intervention(s) will be identified to support individual need. General advice to support processing and retention concerns are:*

- *Provide concrete literal instructions with discrete checks for understanding and feedback*
- *Consider use of mnemonics*
- *Task segmentation and reinforcement*
- *Use of visual supports – reduction of visual task stimuli*
- *Use of organisations task cards*
- *Note taking/concept mapping*
- *Precision Teaching*

Contextual Assessment Evidence	Guidance <i>Can the pupil...</i>	Date(s)	Comments
	<ul style="list-style-type: none"> <li>• Recall simple visual patterns/objects?</li> <li>• Recall familiar concepts without support?</li> <li>• Recall rote information without support?</li> <li>• Follow single concrete verbal instruction augmented with visual support?</li> <li>• Follow two step concrete verbal instruction augmented with visual support?</li> <li>• Follow multiple step verbal instruction augmented with visual support?</li> <li>• Follow single verbal instruction without visual support?</li> <li>• Follow two step verbal instruction without visual support?</li> </ul>		

	<ul style="list-style-type: none"><li>• Follow multiple step verbal instruction without visual support?</li><li>• Sequence ideas orally with visual support?</li><li>• Sequence ideas orally without support?</li><li>• Repeat verbal information accurately?</li><li>• Copy information from desk without support?</li><li>• Copy information from smartboard without support?</li><li>• Describe and sequence ideas verbally but finds it challenging to transfer these ideas in written format?</li><li>• Finish tasks but requires additional time?</li><li>• Processing extended discussion?</li><li>• Require support to link learning to other related concepts?</li></ul>		
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### Appendix 3: Parent/Carer View

<b>Pupil's Name:</b>		<b>DOB:</b>	
<b>Establishment:</b>		<b>Stage:</b>	
<b>Form Completed by:</b>		<b>Date:</b>	

<b>Family History</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
Has a member of your family had difficulties with literacy?			
Has a member of your family met the criteria for Specific Learning Difference (Dyslexia)?			
If yes, please provide further information.			

<b>Developmental Milestones</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
Did your child meet expected developmental milestones?			
If no, what areas were raised as a concern?			
Did your Health Visitor raise any concerns regarding your child's early development?			
If yes, please detail concerns raised.			

<b>Vision and Hearing</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
Has your child had their hearing checked?			
If yes, please state date, outcome and recommendations (if any).			
Has your child had their eyes tested?			
If yes, please state date, outcome and recommendations (if any).			

<b>Multiagency Involvement</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
Are any other agencies involved in supporting your child? <i>For example, Speech and Language Therapy, Social Work Service, Occupational Therapy, Physiotherapy, CAMHS.</i>			
If yes, please provide the dates of involvement, outcomes and recommendations.			

Literacy Progress	Comment
When did you begin to have concerns regarding your child's literacy progress?	
What were your concerns?	
What do you do at home which you feel helps support your child to access reading, writing or spelling tasks?	
What else do you feel helps your child with reading, writing or spelling?	
Does your child speak to you about reading, writing or spelling? What do they say?	
How does your child present when asked to complete a literacy homework task?	
How does your child present at home when engaged in a task involving literacy? <i>For example, following a recipe, reading instructions on a game, etc.</i>	
What strengths would you identify in your child's reading, writing or spelling?	
What are your aspirations for your child in the next year in reading, writing and spelling?	
Is there anything else you feel the school could do to help your child progress?	

Any other relevant information?

## Appendix 4: Pupil View

<b>Pupil's Name:</b>		<b>DOB:</b>	
<b>Establishment:</b>		<b>Stage:</b>	
<b>Completed with:</b>		<b>Date:</b>	

<b>Organisation</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
Can you set out your work neatly?			
Do you feel your writing is easy for others to read?			
Do you sometimes have to explain what you have written to others?			
Do the letters sometimes seem jumbled or move about when you are reading?			
Do you lose your place when you are reading or writing?			
What helps you to organise your work?			
What else do you think would help you to organise your work?			

<b>Reading</b>						<b>Yes</b>	<b>No</b>	<b>Unsure</b>
Do you like being read to?								
Do you enjoy reading?								
What do you prefer? Please rate from 1 (most prefer) to 6 (least prefer).								
<i>Being read to</i>	<i>E-Books (eg. Kindle)</i>	<i>Graphic Novels</i>	<i>Books on iPad or computer that read aloud to you</i>	<i>Listening to audio books</i>	<i>Reading a paper book</i>			
What kind of books do you like to read?								
How do you feel when you are reading these types of books?								
What helps you to read?								
What do you think would help you read better?								
How much do you read at home each day?	<i>None</i>	<i>Less than 15 minutes</i>	<i>15 – 30 minutes</i>	<i>30 minutes – an hour</i>	<i>More than an hour</i>			

<b>Writing</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
Do you enjoy writing?			
Do you find it easy to make a sentence?			
What kind of writing do you prefer?			

What things help you to write?
What else do you think would help you when writing?

<b>Attitude</b>					
The next few questions will ask you to rate how you feel from 0 (I am not worried or upset) to 4 (I would be really worried or upset).					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Complete a spelling test.					
Read in front of others.					
Take part in a paired writing task.					
Discuss your learning with one other person.					
Discuss your learning with your class.					

<b>Overview</b>					
Please rate how easy you find different parts of literacy work from 0 (very hard, I need lots of help) to 4 (very easy, I need no help).					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Spelling					
Reading					
Writing					

<b>Support</b>	
What things help you when you are doing literacy work?	
Is there anything else your teacher could do to help you to get even better at literacy?	
Is there anything else you would like to share?	

## Collaborative Assessment Profile



**East Dunbartonshire Council**

www.eastdunbarton.gov.uk

<b>Pupil's Name:</b>		<b>DOB:</b>	
<b>Address:</b>		<b>School:</b>	
<b>Stage:</b>		<b>Date:</b>	

### Contributors to Assessment

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### Definitions of Dyslexia

East Dunbartonshire Council adheres to the following definitions 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 Scottish Government, 2009).*

*“Dyslexia is evident when accurate and fluent word 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, 2005).*

### Summary Analysis of Assessment Evidence

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### Agreed Outcomes

Evidence collected and analysed against the definition(s) confirms that **[INSERT NAME]** meets the criteria for the Specific Learning Difference (Dyslexia). This is in relation to specific difficulties with **[INSERT AREAS OF NEED]**. Planning and intervention will address the specific need. School will regularly track and monitor progress and assess impact.

<b>Signed on behalf of contributors to assessment:</b>	<b>Designation:</b>	<b>Date:</b>