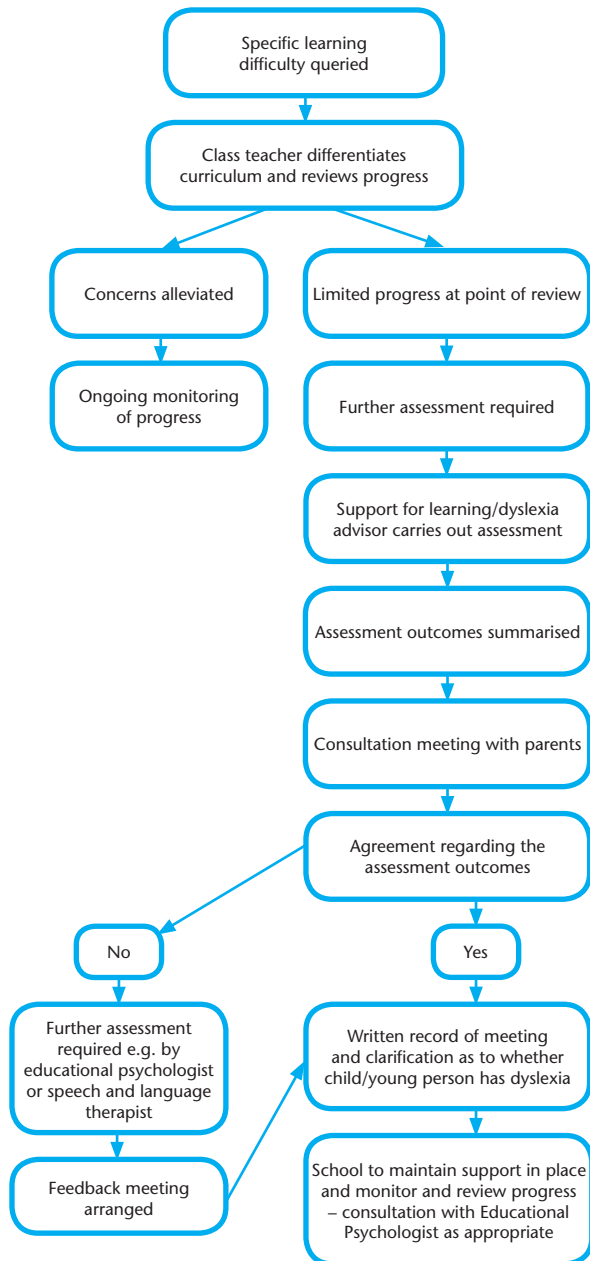


The flow chart below illustrates the assessment process:



### Further Information

The East Renfrewshire Guidelines provide further information on:

- Accessing the Curriculum
- Homework
- Support for Bilingual Pupils
- Supporting Pupils in Class Assessments and External Examinations
- Roles and Responsibilities of Staff
- Role of the Psychological Service
- Parental Involvement
- Transition Arrangements
- Information and Communication Technology
- Difficulties with Maths/Dyscalculia

### Helpful information can also be found at:

[www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk)  
[www.addressingdyslexia.org](http://www.addressingdyslexia.org)

### Useful Contacts

Quality Improvement Officer (ASN)  
Education Department  
211 Main Street  
Barrhead  
G78 1AJ  
0141 577 3000

### Principal Educational Psychologist

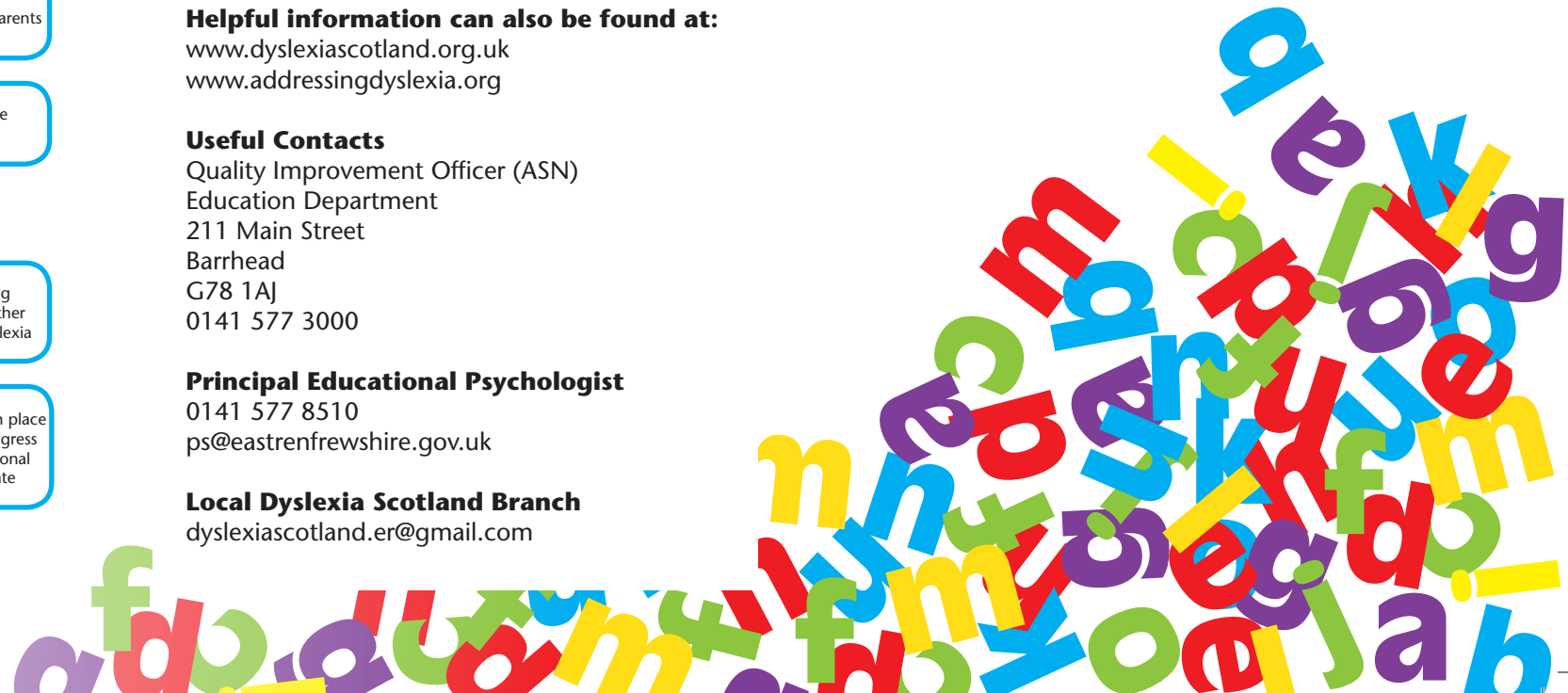
0141 577 8510  
[ps@eastrenfrewshire.gov.uk](mailto:ps@eastrenfrewshire.gov.uk)

### Local Dyslexia Scotland Branch

[dyslexiascotland.er@gmail.com](mailto:dyslexiascotland.er@gmail.com)

# Identification and Assessment of Dyslexia

A brief guide



## Introduction

This leaflet aims to give you information about how our schools identify and assess dyslexia. It is based upon the Education Department's Assessment and Intervention Guidelines for Dyslexia, which can be found at:

<https://blogs.glowscotland.org.uk/er/PsychologicalService/files/2012/02/Dyslexia-guidelines-final-version-4.doc>

Further information, help and advice is also available from your child's school, where staff will be happy to help you.

## Definition of Dyslexia

The Scottish definition of dyslexia has been developed by the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament.

*"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..."*

(The full definition can be found within the Guidelines or at [www.addressingdyslexia.org](http://www.addressingdyslexia.org))

## Difficulties associated with dyslexia can include:

- Problems with written work e.g. spelling and writing
- Problems with reading, taking notes, remembering numbers, names and details
- Short term memory problems, difficulties with sequencing and directionality e.g. following/giving instructions, directions
- Difficulties with time keeping, managing time, organising work etc Motor skills and coordination may also be affected

There can also be a number of strengths associated with dyslexia:

- Can be very creative and enjoy practical tasks
- Strong visual thinking skills e.g. see/think in 3D, visualise a structure from plans
- Good verbal skills and good social interaction
- Good at problem solving, thinking outside the box, seeing the whole picture

## The Assessment Process

Early identification of dyslexia is essential. Individuals with dyslexia will differ in the nature and level of severity of difficulties that they experience. Assessment is therefore a complex and dynamic process, focusing on the learning needs and preferences of your son or daughter. Your views and those of your son or daughter as well as information on his or her early development, educational history and learning behaviours will be central to the assessment process.

When possible dyslexic difficulties are highlighted, usually by the class teacher or parents, a process of assessment, intervention and evaluation should be introduced within East Renfrewshire's Staged Intervention (STINT) Framework (your child's school will be able to provide you with further information about STINT).

When concerns are first highlighted steps will be taken by the class teacher to adjust and adapt the curriculum in response to your child's needs and progress should be monitored and reviewed. If there is limited progress then further assessment may be required. Key questions at this stage are:

- Is the pupil struggling to learn to read and spell accurately?
- Have appropriate learning opportunities been provided?
- Has progress been made only as a result of much additional effort/instruction?
- Have difficulties nevertheless persisted?

If the answer to these questions is yes, this would indicate that further assessment is necessary. This assessment will usually be undertaken by the school's dyslexia advisor/support for learning teacher who has experience and additional training in dyslexia. The dyslexia advisor/support for learning teacher will be guided by the advice within the East Renfrewshire Guidelines and the online Addressing Dyslexia Toolkit ([www.addressingdyslexia.org](http://www.addressingdyslexia.org)). The assessment will usually explore your child's skills in relation to reading, spelling and writing etc.

Your child's school will arrange a consultation meeting to discuss the outcomes of the assessment. The school's Educational Psychologist will be consulted during the assessment process and may attend the consultation meeting.

