East Renfrewshire Council – Education Department

Revised Assessment and Intervention Guidelines for Dyslexia

**August 2019**

Contents

Rationale

"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)

East Renfrewshire Council's Literacy Strategy 2017 outlines a commitment to a heightened, more targeted focus for improving literacy skills. The overarching aim of the strategy is therefore to raise standards of literacy for all from early years to adulthood. This includes ensuring appropriate strategies and structures of support are available to children and young people who may be dyslexic. For those with significant, enduring difficulties, there needs to be suitable provision for the full range of needs. These guidelines are set within the context of the Council's Literacy Strategy 2017 and pertain to a range of dyslexic needs.

Considerable work has been undertaken nationally to promote further awareness among teachers and associated professionals of the barriers that young people who have dyslexia may face on a daily basis. This work has culminated in the production of a national resource *Addressing Dyslexia* – a toolkit for the identification and support of learners exhibiting literacy difficulties.
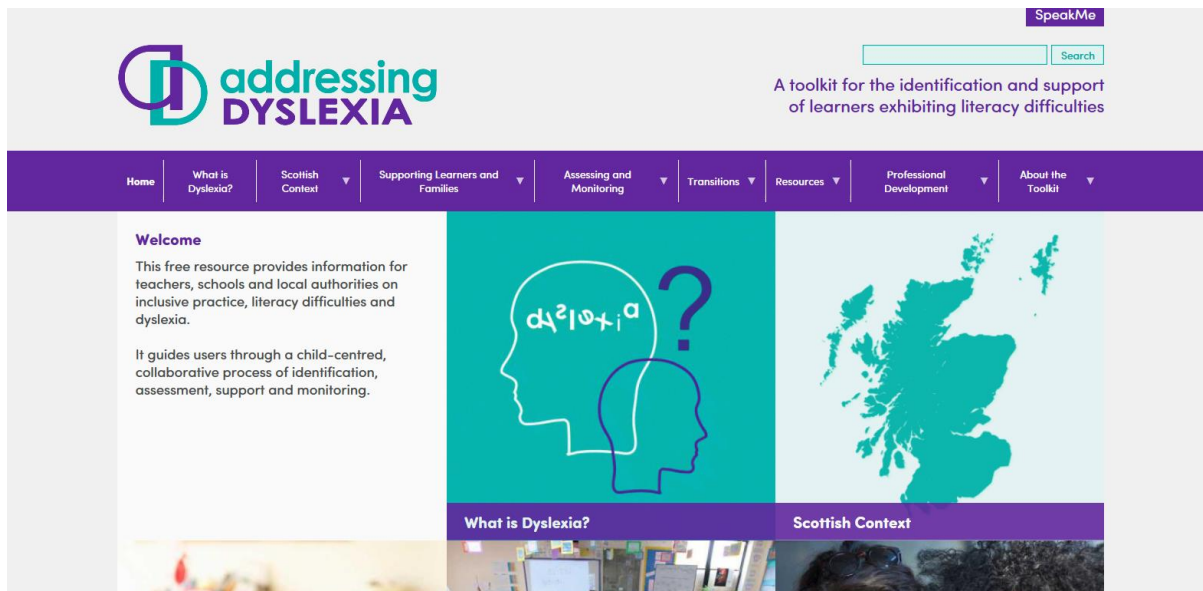
This toolkit is a very accessible and useful resource for all staff and as such, the department is recommending its use in tandem with the advice given in these guidelines. Specific aspects of *Addressing Dyslexia* are referenced throughout these guidelines.

1.   Definition of Dyslexia

The following working definition of dyslexia is available in *Addressing Dyslexia* and was developed by the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament. It is one of many definitions available. The aim of this particular working definition is to provide a description of the range of indicators and characteristics of dyslexia as helpful guidance for educational practitioners, children and young people, parents/carers and others. This definition does not have any statutory basis:

Dyslexia can be described as a continuum of difficulties (ranging from mild to severe) 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 who have 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.

Individuals will have varying patterns of strength and difficulty and will therefore require a variety of supports according to the nature of the activity undertaken, the learning environment and any existing coping strategies.
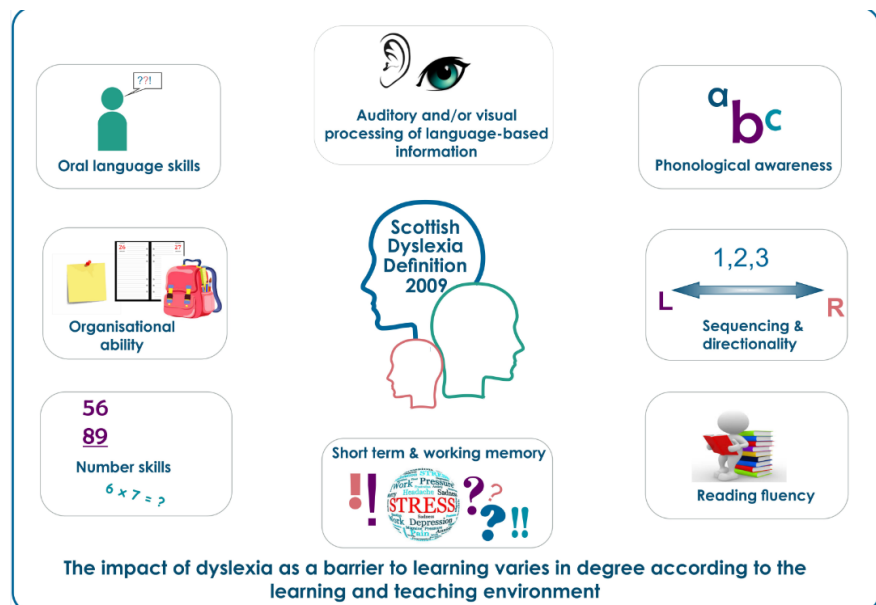
Figure 1 Scottish Dyslexia Definition (Addressing Dyslexia, 2017)

2.   Principles of Assessment

As noted above, it is generally accepted that dyslexia represents a continuum from very mild to severe and persistent. Within this continuum there are many different patterns of strength and difficulty – as a result, individuals who have dyslexia will differ in the nature and level of severity experienced. Assessment is therefore a complex and dynamic process, focusing on the learning needs and preferences of the individual, which should be part of effective learning and teaching.

Dyslexia should also be viewed within the continuum of general language development and, as such, when identifying specific difficulties, those involved should ensure that proper consideration is given to the effectiveness of the teaching and learning opportunities afforded to the child or young person. This will be necessary in ensuring that the difficulties of the child or young person are as a result of a specific learning difficulty rather than a lack of appropriate teaching and learning. East Renfrewshire Council (ERC) Literacy Strategy 2017 is of particular relevance, with regard to appropriate learning and teaching, especially the Reading Guidance.

Central to any assessment should be the views of the child or young person, parents[1] and class teacher as well as information on the child's early development, educational history and strengths and interests. Full involvement of the child or young person and his/her parents will be necessary to ensure that a truly holistic developmental picture of progress is achieved.

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[1] Throughout this document, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

Assessment should be:

- Collaborative – carried out in collaboration with parents and with other relevant professionals;
- Contextual – consider what actually happens in the individual's learning environment and should take account of environmental factors that may be impacting on development;
- Holistic – take account of physical, social and emotional aspects of learning as well as cognitive factors and should identify strengths to build on as well as weaknesses to address; and
- Interactive – evaluating the reciprocal effects of different factors, e.g. weaknesses in phonological processing, classroom organisation, learner self-efficacy and parental perspective.

Effective early identification of dyslexia, involving children and young people, parents, teaching staff and school management is very important in identifying needs and supporting a learner to access the curriculum. Indeed, the earlier the identification, often the more effective the intervention can be. However, it is very important to recognise that receiving appropriate additional support is based on an assessment of needs and is not dependent upon the formal identification of a specific label such as dyslexia. Indeed an individual's progress in response to specific targeted support is a crucial factor in determining whether their literacy difficulties are as result of dyslexia.

It is agreed by many researchers that there are a number of early indicators which may suggest the existence of a specific learning difficulty, which may include dyslexia. Whilst the aim at this early stage would not be to focus on the labelling of dyslexia per se, such characteristics have been drawn together into an *Early Indicators Checklist* (Appendix 1) which can be used by early years staff and teachers in nursery, P1 or P2 to form an early identification profile of the child. The *'What to look for - Curriculum for Excellence levels'* section of *Addressing Dyslexia* also has a useful Early Level Checklist. This information can then be utilised by early years and lower primary school staff in supporting the development of the learner and providing strategies, alternative ways of learning and adjustments to the curriculum (see Appendix 2, *Strategies for the Early Years* and also the Reading Guidance within ERC Literacy Strategy 2017).

3. The Assessment Process

When possible dyslexic difficulties are highlighted, usually by the class teacher or parents, then, as with any other additional support need, a holistic, collaborative assessment process should be implemented within the context of the GIRFEC (Education) Framework. This should be a continuous cycle of intervention and evaluation within staged intervention.

Assessing dyslexia and providing appropriate strategies is a joint process and effective engagement with parents at each stage will be vital to ensuring the best outcomes for the child or young person.

At the initial stage, when concerns are first highlighted by staff, parents or children and young people, steps should be taken by the class teacher to differentiate the curriculum in response to the individual's needs. Progress should be reviewed in response to this. If there is limited progress in response to in-class measures at the point of review, further assessment may be required. It may be helpful at this point to consider the following questions regarding the child or young person's learning and development:

- Are they struggling to learn accurate and fluent word reading and/or spelling?
- Do they find listening and talking challenging?
- Do they appear to have any difficulties with visual processing?
- Do they struggle with numeracy?
- 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 required. At this stage, the class teacher and the dyslexia advisor/support for learning staff should be using the *Dyslexia Indicators Checklist: primary and secondary aged children and young people* (Appendix 4) and '*What to look for*' section of *Addressing Dyslexia* to guide their assessments and to highlight specific areas that may require more in-depth exploration. Appendix 5 (*Compilation of an Assessment Profile*) provides details of specific resources/materials that may be helpful in building a comprehensive assessment profile. The '*Initial Steps*' and '*Starting the process*' sections of *Addressing Dyslexia* will also be most helpful at this stage.

Where a learner has missed school for an extended period of time or has not attended nursery, they may have missed out on stages of learning and teaching that are important to the development of literacy skills. Necessary steps should be taken to ensure that the individual gains these experiences in order to carry out more informed assessment.

Assessment should be an on-going and collaborative process (illustrated in figure 2). This works best when information is shared between professionals and parents at an early stage. This is likely to lead to successful planning, support and monitoring of children and young people's needs. This should take into account:

- A balance between individual factors and environmental factors;
- Assessing the learning environment;
- Assessing the learner's perspective;
- The perspectives of parents and carers;
- The views of relevant professionals, including health professionals, if appropriate.
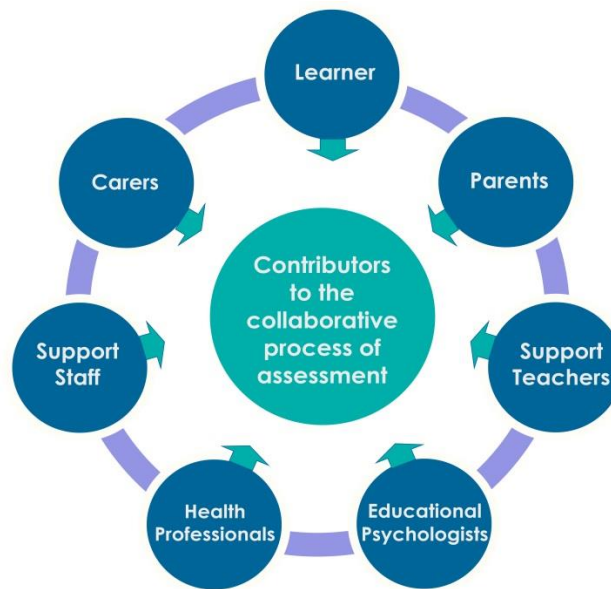
Figure 2 Partnership Working (Addressing Dyslexia, 2017)

It may also be helpful to include information on motivation, attention, levels of cooperation and other aspects of learning behaviour. Low motivation, limited concentration, withdrawn or acting out behaviour can be an indication of dyslexic difficulties and these factors can have a significant impact on an individual's learning profile. It is important that such factors are duly considered when agreeing strategies to support children and young people. The possibility of the co-occurrence of other specific difficulties and their impact should also be considered. For example, ADHD, visual stress, dyspraxia, autism or specific difficulties with language. The '*other factors to consider'* section of *Addressing Dyslexia* is very helpful for this purpose.

Initial information gathering should also ensure, through communication with parents, that appropriate hearing and vision checks have been considered for all children and young people when possible dyslexic difficulties are being highlighted.

On completion of this stage of the assessment process, the dyslexia advisor/support for learning staff should complete a written assessment profile/summary using the template in Appendix 6 (*Dyslexia Assessment Profile/Summary*); this should subsequently be used as the basis for the child's ASN Profile or Wellbeing Plan, if required. A meeting should then be held in order to make the profile/summary available to all concerned parties. It may be beneficial for the dyslexia advisor/support for learning teacher to discuss his or her assessment with the link educational psychologist prior to the meeting. It will only be appropriate for the educational psychologist to attend the meeting if the child or young person's profile is particularly complex and challenging or there is a significant degree of ongoing uncertainty or disagreement about the assessment.

The child or young person should be included in the meeting in a meaningful way that takes account of their age and stage and learning needs. If it is not appropriate or possible to meaningfully include the child or young person in the meeting then

steps should be taken to ensure that his or her views are fully represented and she or he is given timely and informative feedback.

The school should make an accurate written record of the meeting outlining the needs identified, clearly indicating whether or not the child or young person has dyslexia and summarising the agreed supports that are in place as well as any further recommendations. A copy of this will be shared with the child or young person, parents and school in order to ensure smooth transitions, sharing of information and effective decision making throughout the child or young person's education. A copy will only be shared with the educational psychologist if he or she has been involved in the assessment process beyond a basic level of consultation and advice. The child or young person's ASN profile or Wellbeing Plan should be updated to include the outcomes of the meeting. They should also be reviewed in order to ensure that key information and strategies are updated appropriately. Pastoral notes should be recorded and the ASN tab should also be updated on SEEMiS, if applicable.

In situations where there is ongoing uncertainty and/or disagreement about the learning profile of a child or young person and the nature of their needs, it may be appropriate to consult with the school's link educational psychologist with regards to next steps. It may be that further assessment information needs to be gathered by the school or another agency e.g. Speech and Language Therapy or, in a very small number of cases, more direct educational psychology involvement is required. If there is direct involvement from the educational psychologist then a feedback meeting will be arranged and the minutes of the meeting will detail the outcome of the assessment and the recommended supports.

For children who speak English as an Additional Language, it is unlikely that dyslexia could be formally identified at an early age as a result of the fact that they are developing skills in English. Throughout the assessment process, the child's development of their mother tongue should be considered as well as English. It may be necessary to seek support from a professional who speaks the language that the child speaks at home.

4. Meeting Learner Needs

In line with Getting it Right for Every Child (GIRFEC) and East Renfrewshire Council's Inclusion Strategy, children and young people who have dyslexia should have access to the full breadth of the curriculum. Schools should aim to develop and foster an ethos where potential barriers to learning are minimised (How Good is Our School 4, HGIOS 4, 2.4. Personalised Support).

First and foremost, it is the responsibility of class teachers to plan for and meet the needs of children and young people who have dyslexia, regardless of the pattern or severity of their difficulties, through effective differentiation, pace and challenge.

Where specific interventions are being considered, they should be implemented only when effective and adapted teaching has failed to resolve literacy difficulties. ERC Literacy Strategy 2017 Reading Guidance characterises successful interventions as follows:

- Occur on a daily basis and in focused, short blocks of time
- More time for teaching and instruction
- Teaching methods which are supported by research
- Carefully planned assessments that allow for monitoring of the learner's progress and lead to modifications of the intervention
- Attention to the materials used with a focus on interesting and enjoyable texts at appropriate reading levels
- A range of activities

Strategies need to be age and stage appropriate in order to maximise the interest and engagement of the learner. It is important that schools have flexibility to meet the needs of their children and young people. Staff should be supported in deciding what alterations, if any, need to be made to the curriculum in order that children and young people have full and equitable access to the same learning opportunities as their peers.

HGIOS 4 states that highly-effective practice would see children and young people who require support benefiting from high-quality individualised and meaningful progression pathways (HGIOS 4, 2.4 Personalised Support). Children and young people should have the appropriate levels of support which may be more intensive for specific tasks or subjects, but should never result in them being over-directed. It is imperative that learners who have dyslexia develop independent learning skills which will contribute to better outcomes in learning, life and work.

Children and young people who have mild dyslexic difficulties may require few alterations to the curriculum. Where the dyslexic difficulties are more marked, additional teaching support may be required, either through a group or individual programme. At all times children and young people who have dyslexia should be treated in a positive way to maintain self-esteem, self-efficacy and encourage learning. Peer group support is also effective. In all cases, the nature, frequency, intensity and duration of support provided depends on the severity of difficulty as well as on the child's strengths and weaknesses and their approach to learning. It is important to intervene early to support children and young people where there are early indicators of literacy difficulties which may be dyslexia. Young children develop a range of literacy skills through the use of games and activities (see Appendix 2 and ERC Literacy Strategy 2017)

Reader/scribe support, use of a spellchecker and digital learning to support access to the curriculum should be considered along with extra time for processing information. It is important that the individual learner is actively involved in all decisions regarding support strategies and is afforded the opportunity to practise the use of appropriate support tools. If children and young people require the support of a reader, scribe, extra time or use of technology then every effort should be made to make this available. Appendix 8 (*Good Practice Guidelines for Primary and Secondary Schools*) outlines specific strategies that can be helpful in supporting children and young peoples who have dyslexia. Teachers should make every effort to ensure that their practice at all times is in keeping with the guidance for classroom practice given in Appendix 8. In addition, further advice on teaching and classroom practice is provided in *Addressing Dyslexia* in the '*Strategies'* and '*Resources'* sections.

<u>Homework</u>

Individual planning for children and young people who have dyslexia should allow for due consideration to be made as to the frequency, type and general expectations regarding homework. Schools should make every effort to ensure that parents understand how their child or young person can be best supported at home in order to succeed fully in homework tasks.

The department is not advocating that children and young people who have dyslexia are exempt from homework; however homework tasks and activities need to be carefully planned and, where necessary, differentiated to suit the needs of the individual.

Additional advice for teachers can be found in Appendix 8 of these guidelines.

5. Supporting Children and Young People in Class Assessments and External Examinations

Alternative Assessment Arrangements (AAA) can be considered for young people with dyslexia, but not all pupils with dyslexia will require this support. A pupil should only be given AAA if the arrangement makes a significant difference to their attainment. All schools should follow national and authority guidelines on the administration of formal assessments. The Scottish Qualifications Authority (SQA) Assessment Arrangements - *SQA* provides guidelines on additional assessment arrangements for both internal and external assessments, as well as how and when to apply for concessions during formal examinations (please note that the arrangements for the National 4 Literacy Unit do not allow support from a human scribe).

Alternative assessment arrangements should be made available for assessments in the classroom. This should apply to both formal and informal assessment situations. All schools should follow national and authority guidelines on the administration of formal assessments. These are explained on the SQA website.

Local authority guidance on the administration of standardised testing emphasises the importance of maximizing the number of pupils who participate in standardised testing; however, it is permissible to provide specific assistance to pupils who have dyslexia in order that they can access the paper. They may receive support through the use of technology, a reader/scribe (a reader would not be appropriate where reading skills are being assessed) or have papers photocopied onto another colour; for learners with visual stress, if such support is a recommended strategy. Calculators should not be used in the tests unless explicitly stated; however, where it has been assessed and agreed that a child should use a calculator to overcome short term memory difficulties arising from dyslexic difficulties, it would be acceptable for the child to use a calculator during the standardised test where this is part of normal practice in class. This would also apply to pupils who would usually have access to supports such as a multiplication tables square or a number square.

If children and young people who have dyslexia are unable to demonstrate their ability and attainment without additional support then the school will gather evidence

through class work and assessments and, along with the child or young person and parent, agree on appropriate supports for assessments. This evidence can be banked and used when applying for appropriate concessions in SQA assessments. A range of concessions is available depending on the degree of difficulty the child or young person experiences as a result of dyslexia.

The child or young person should be familiar with the appropriate strategies of technology, extra time, reader, scribe, and transcription. In order to facilitate alternative arrangements some candidates may require separate accommodation.

There may be a small number of children and young people for whom a subject becomes increasingly challenging after a time. It may be possible in secondary schools for adaptations to the curriculum to be made, following discussions with school personnel, children and young people and parents, in order to effectively meet individual needs.

6. Support for Bilingual Children and Young People

When a bilingual child or young person fails to make sufficient progress, it is important to identify the cause as early as possible. It should not be assumed that the problem stems from the fact that the child or young person is accessing the curriculum through English as an additional language. Assessment of bilingual learners requires that additional factors should be taken into account. Some potential indicators of dyslexia could be the result of linguistic/cultural factors, e.g. omission of words. The selection and analysis of assessment tools is particularly important – the contexts and vocabulary of formal tests (such as those in Appendix 5) may be unfamiliar and may be biased against learners from groups other than those on whom the test is normed.

Children and young people who have dyslexia, and whose first language may be other than English, can overcome barriers to literacy in similar ways to all children and young people who have dyslexia. Technology can facilitate access to the curriculum for bilingual children and young people. Equipment and programmes can support oral, written or visual content to enrich the curriculum. Computers can help with the difficulties related to the directional flow of the learner's written language structure, such as in Arabic scripts or Cantonese Chinese. Technology can help to reinforce alphabet skills by establishing correspondence between phonemes and graphemes in English.

Further helpful guidance can be found in the ERC documents Meeting the Needs of Bilingual Leaners: Guidance for Senior Managers, Learning and Teaching Strategies to Support Bilingual Learners, Strategies to Support Bilingual Learners in Nursery and Primary at Stages 1-4 of English Language Acquisition and Strategies to Support Bilingual Learners in Secondary at Stages 1-4 of English Language Acquisition.

7. **Roles and Responsibilities of Staff (Early Learning and Childcare / Primary)**

Teachers:

- be aware of the patterns of development that may indicate a specific learning difficulty, in particular at transition from Early Learning and Childcare to Primary 1;
- if necessary, implement within class initial supports via a differentiated programme and teaching/learning strategies based on the class teacher's ongoing evaluation;
- collaborate with the ASN Co-ordinator and prepare an ASN Profile listing appropriate long term strategies to support identified needs;
- develop a Child's Wellbeing Plan, if targeted support is required;
- if/when agreed, implement SMART outcomes;
- alert the ASN Co-ordinator and parents where problems are prolonged, resistant to intervention and/or associated with behavioural changes.

Dyslexia Advisors (Primary):

- support the class teacher with a range of appropriate identification strategies;
- assist with preparation of Child's Wellbeing Plans where appropriate;
- support class teachers with differentiation of the curriculum;
- support children as individuals or in small groups, as considered appropriate by the ASN Co-ordinator;
- assist children to access information about the nature of their needs and strengths.

School ASN Co-ordinators:

- have procedures in place to ensure early identification;
- work jointly with the child's class teachers to identify the nature of the difficulty and his/her areas of strength;
- monitor the child's progress through Staged Intervention;
- monitor and support class intervention strategies;
- where necessary, and in collaboration with the class teacher, be responsible for the preparation of Wellbeing Plans with specific outcomes and identified support strategies and for supporting and/or monitoring their implementation;
- access and co-ordinate input from other professions (e.g. Educational Psychologist, Speech and Language Therapy, Occupational Therapy, etc.) where appropriate;
- ensure that parents have access to information on the child's progress and are enabled to support the learner effectively;
- ensure staff have access to appropriate CLPL opportunities and are kept up to date with current developments in dyslexia.

8.   Roles and Responsibilities of Staff (Secondary School)

Teachers:

- follow school and authority guidelines in order to monitor in-class strategies to support specific children and young people;
- where appropriate be involved in the setting and monitoring of targets in plans;
- collaborate over any alternative assessment arrangements;
- ensure that support strategies are embedded in the curriculum and class context and work is of an appropriate level and offers suitable challenge.

Principal Teachers of Pupil Support (Learning):

- work alongside primary school staff, parents and children at the P7/S1 transition stage;
- regularly keep subject teachers informed of children and young people's current needs through the school's system of sharing support information;
- make staff aware of the diverse nature of dyslexia and the range of appropriate support strategies available, including relevant technology;
- assist children and young people to access information about the nature of their difficulties;
- liaise closely with pastoral care staff, parents and children and young people over support and curricular issues;
- identify appropriate alternative assessment arrangements in collaboration with teaching staff and children and young people, and ensure children and young people have appropriate experience;
- where appropriate involve parents and children and young people regularly in review and planning procedures;
- liaise with the school's educational psychologist, Skills Development Scotland, and other agencies where appropriate;
- support children and young people and parents with the transition from school to Further or Higher Education and work.

Depute Head Teacher (Support):

- ensure that resources in the school, including staffing, are distributed appropriately;
- monitor the review process for children and young people;
- monitor and evaluate the school's provision for children and young people who have dyslexia and collaborate in leading whole school support and training initiatives.

9.   Role of the Educational Psychology Service

The dyslexia advisor/support for learning staff may consult with the school's link educational psychologist at any stage of the assessment process, particularly where there is a degree of complexity or uncertainty. *Addressing Dyslexia* outlines the role of the educational psychologist as:

"…to offer advice and intervention to young people, parents, schools and the Education Service. The identification of dyslexia within the school setting is not required to be carried out by an Educational Psychologist. However they may provide consultation on the assessment, identification and educational planning for pupils with dyslexia. This may include working:

- *With individual pupils 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 school's link educational psychologist may be involved in the continuing cycle of assessment and intervention that operates throughout the GIRFEC (Education) Framework, by negotiation with the school's ASN Co-ordinator. A very small number of children, whose difficulties are particularly persistent and complex, may have direct involvement from the Educational Psychology Service. The nature of the psychologist's role may vary in relation to school context and individual requirements.

10. Parental Engagement

GIRFEC is Scotland's national approach to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people (*What is GIRFEC?*). It supports them and their parent(s)/carer(s) to work in partnership with school staff and the services that can help them.

Collaborative working with parents is vital in order that appropriate support is given both in school and at home. Liaising with parents is important at all stages. Schools need to be proactive in their communication and involvement of parents in their child's learning. Addressing Dyslexia Supporting Learners and Families highlights the following best practice:

- Parents and carers feel that they are being listened to and their views are valued.
- Parents and carers are informed of all the support their child receives. This will reduce perceptions that no supports are in place as they are often discreet and the learner may not be fully aware of the additional support they are receiving.
- Parents and carers are provided with information on what assessment and support means within the 'needs led' Scottish educational context – the 'label' of dyslexia is not in itself required in order for resources or support to be made

available for learners. Equally, the label of dyslexia can be very valuable to the learner and their family in terms of the learner's sense of self and understanding from others.

- Local authority staged levels of intervention are followed and information on the process is made available to the parents and carers.
- Sources of advice and support are shared: for example *Enquire* and *Dyslexia Scotland.*
- Effective consultation takes place with parents and the child or young person, including participation in meetings.

Schools should also be fully aware of Chapter 7 of Supporting Children's Learning Code of Practice *http://www.gov.scot/Publications/2011/04/04090720/10*

More generally, parents should be provided with additional information at curriculum evenings, parents' evenings and other such events to demonstrate the school's approach to supporting children and young people who have dyslexia. Where appropriate, parents should be supported to better understand children and young people's programmes, including use of technology, and how their progress will be measured and reported.

The school should consider providing guidance for parents in relation to children and young people's learning by providing information and strategies on how they can also support their child at home including the use of digital technologies. Schools should work in partnership with parents to ensure support with homework completion and to offer helpful ideas on home routines and organisational skills (colour codes for books, checklists, etc.).

Schools should ensure they have a section within their handbook and on their website that details how they will support children and young people who have dyslexia. This might feature as part of a general section on Meeting Learners Needs.

Glasgow East Ren | Dyslexia Scotland should be actively promoted to parents of children and young people who have dyslexia through the distribution of flyers, through school newsletters and on the school's website. Further advice for parents can be accessed via the websites and organisations listed in Appendix 7 (*Useful Websites/Sources of Information)*. Resources to support parents of children and young people who have dyslexia can also be found in community libraries.

11.   Transition Arrangements

Smooth and effective transitions from Early Learning and Childcare to Primary, from Primary to Secondary and from Secondary to further or higher education or employment and training are extremely important for all children and young people, but particularly for those who experience difficulties of any kind. This is also the case with respect to transitions that take place throughout the school day and indeed year as well as transitions from class to class and stage to stage. It is therefore vital that all those involved with a child or young person who has dyslexia are made aware of their needs and strengths and the additional support required for him or her to take full advantage of the curriculum.

The loss of self-esteem and self-efficacy during transitions can affect both academic progress and social competence. Experience has shown that where class teachers and support teachers understand fully the needs of children and young people, such loss can be mitigated against. It is important therefore that all teachers are prepared to be accountable for responding to the needs of children and young people who have dyslexia.

Where appropriate, plans should be fully up-to-date and best practice would dictate that staff in both the transferring school and the receiving school are involved in evaluating the plan and setting new outcomes for the first session in the new school. Where a child or young person's dyslexic difficulties are very severe and/or complex it may be necessary to have one or a number of joint planning meetings, which could also act as a forum for gathering the views of parents and children and young people so that these can be acted upon at the earliest opportunity.

In the case of secondary school, information should be passed to colleagues in all subject departments. Each school will have its own systems in place for disseminating information; this may include a pupil profile or confidential memo or information maybe held electronically in the Staff Shared Area on the Intranet. Depending on the severity of the dyslexia, the child or young person may be the subject of a case discussion or Joint Support Team (JST) discussion. *Transitions | Addressing Dyslexia* provides further information about best practice in planning for effective transitions.

Information should be shared with further and higher education establishments in preparation for a young person entering post school education. When a young person makes an application for college or higher education, they may be assisted with this by Support for Learning, Pastoral Support and Skills Development Scotland staff and advised about the support that could be put in place post school. The young person should disclose the difficulties their dyslexia presents in application forms, highlighting the support they receive at school. They should also ensure that they retain a copy of the official identification of their specific needs. University and college staff will not know about a student's specific needs unless the student has given their consent for this information to be shared. Further information about best practice in planning for effective transitions between secondary school and further and higher educational establishments can be found in *Transitions | Addressing Dyslexia*

Young people should also be encouraged to attend college and university open days, where they can get more detailed information from Disability Services about supports that are available. College and university websites also contain specific information about supports that are available for students who have dyslexia. Once a young person has received an unconditional offer of a place at college or university, they should make an appointment to meet a Disability Advisor to discuss, identify and put in place appropriate support arrangements, including accessing lecture notes in advance, study skills support, assistive technology and examination support. School staff may support this as necessary by setting up meetings to discuss the individual young person's needs and to ensure a smooth transfer of information.

Some young people may also be entitled to a Disabled Students' Allowance (DSA), which can enable students to pay for disability related support for the duration of a college or university course. Specific evidence of a student's needs must be submitted with an application to the Student Awards Agency Scotland (SAAS) and, in some cases, SAAS may request an adult dyslexia test to confirm the student's specific needs. During the needs assessment, a Disability Advisor can provide the young person with more detailed information about DSA and the appropriateness of making a claim. More information about SAAS can be found at *www.saas.gov.uk*

12.   Technology

It is well established that technology can motivate learners and help in the acquisition of skills for reading, spelling, writing and numeracy. It can help to boost self-esteem as well as reduce the burden of writing. Technology offers teachers a range of strategies and provides children and young people with support across the curriculum.

Learners who have dyslexia respond well to multi-sensory approaches to learning. Effective use of technology allows teachers to create a multi-sensory learning environment where children and young people look, listen and touch. Teachers should ensure that children and young people who have dyslexia have opportunities to learn in a multi-sensory way across the curriculum. *Technology | Addressing Dyslexia* and *CALL Scotland* provide a comprehensive and up to date range of information regarding available technology resources which can support learners.

Children and young people who have dyslexia often have difficulties with organisational skills. Some children and young people make good use of technology resources to colour code folders, jotters and timetables. Schools can explore the use of technology to record notes, whilst mind mapping software can be used to organise information into meaningful segments. This method can be particularly effective as it promotes the visual organisation of information.

Parents should be made fully aware of technology that is available and demonstrations given if necessary to enable them to encourage its use in school or at home**.**

13.   Difficulties with Maths/Dyscalculia

Some children who have dyslexia excel at maths, while others may struggle. Not surprisingly, difficulty in decoding written words can transfer into a difficulty in decoding mathematical notation and symbols. Difficulties with short term and working memory, sequencing and speed of information processing are likely to cause problems with maths for some children and young people who have dyslexia.

For some individuals, however, difficulty with maths may in fact stem from problems with the language surrounding mathematical questions rather than with number concepts, e.g. their dyslexia may cause them to misunderstand the wording of a question. A significant proportion of children who have dyslexia also have specific mathematical difficulties and will require supports to take account of these difficulties.

See Appendix 9 (*Support for Learners Who Have Specific Mathematical Difficulties*) and *Numeracy | Addressing Dyslexia*.

Some children and young people who have dyslexia may experience mathematical difficulties that are so acute that their difficulties could be considered to be dyscalculic as well as dyslexic. Dyscalculia can be defined as a specific learning difficulty that affects the ability to acquire arithmetical skills. Children and young people who have dyscalculia may experience difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

Research into dyscalculia is not as advanced as research regarding dyslexia. There is no formal diagnostic test specifically for dyscalculia although GL Assessment have produced a dyscalculia screener which is a computer-based assessment that indicates dyscalculic tendencies by measuring individual's response times as well as the accuracy of their answers.

DYSLEXIA EARLY LEVEL CHECKLIST
(See also Addressing Dyslexia 'What to look for Early Level Checklist')

Child's Name _____   Class_____

Teacher/key worker_____   Date _____

Tick those that apply to the child:

Movement and Balance

Difficulty with dressing independently	☐
Late learning to fasten show laces or buttons	☐
Problems putting correct shoe on foot	☐
Excessive tripping and bumping into things	☐
Difficulty with catching, throwing and kicking a ball	☐
Difficulties in gross and/or fine motor skills, e.g. general clumsiness, difficulty using scissors	☐

Speech and language

Delay in development of spoken language	☐
Consistently calling colours by the wrong name	☐
Muddles words and syllables when speaking (e.g. beddy tear)	☐
Confusion with words indicating direction	☐
Struggling to clap to the beat of a simple rhythm	☐

Memory and sequencing

Sequencing difficulties, e.g. putting clothes on in wrong order, or difficulty learning the days of the week	☐
Poor recall of familiar nursery rhymes	☐
Difficulty remembering names of everyday objects	☐
Confusion between left and right	☐
Difficulty selecting odd one out of rhyming sequence	☐
Mixing up time sequence of a typical day	☐

General development

Often inattentive ☐

Problems following instructions ☐

Prefers creative activities such as painting ☐

At times, seems to 'search' for the right word ☐

Is uninterested in language-based activities ☐

Delay in establishing a dominant hand for writing ☐

Needs extra time to understand and process information ☐

APPENDIX 2

STRATEGIES FOR THE EARLY YEARS

Assuming that pre-literacy and early literacy skills development is closely monitored, teaching strategies for children at risk of literacy delay will normally be incorporated into structured play and effective early years teaching practice. Nonetheless, the following may be worth considering:

Phonological Awareness Strategies

Phonological awareness skills are critical and need to be taught if they have not developed in relation to age and stage. Research suggests that the incidence of dyslexia could be reduced from 20% to 5% if this happened. Approximately 60% of children who are identified as dyslexic have early problems with phonological awareness, which are not addressed, or which they disguise effectively.

In addition to whole class screening, identification of difficulties can be checked informally by doing individual work with children:

- Saying nursery rhymes
- Identifying rhyming words
- Making up silly rhymes
- Awareness of rhythm
- Awareness of alliteration
- Finding words making the same sound
- Repetition of non-words
- Awareness of individual speech sounds
- Finding initial sounds and final sounds
- Clapping and counting syllables
- Oral blending of syllables and sounds
- Matching of letters and sounds

Games and Activities for "embedding" phonological awareness:

- First consonant games - with children's names, famous people, food items etc. E.g. How many words start with "S"
- I-Spy initial sound identification (letter names can be used later)
- I Went to Market alliteration - production of words beginning with the target sound
- Odd-One-Out-listening and discrimination of rhyming words, first or last letter, or vowel similarity (ring, fish, dish; cap, rat, cot; pin, book, man; man, rag, pit;) pictures/alphabet/sounds/words
- Rhyme games e.g. spot the mistake "Little Jack Horner sat in the chair"
- Odd-One-Out and Which-Words-Rhyme?
- Tongue twisters
- Alliterative alphabet books - "Angry Allan, Boring Brian" etc
- Feely bags with objects all starting with the same sound
- Say the syllables/onset-rime/each sound separately - use a robot type voice

Alphabetic Awareness

- Alphabet scrapbook
- Alphabet bingo
- Learn the alphabet songs
- Wooden and magnetic letters activities

Visual Processing

- Focus on letter and word shapes. Draw round words. Use giant letters in the gym
- Finding pairs
- Sequencing pictures to make a story
- Dot to dot activities, mazes, jigsaws
- Computer software - colour and shape matching; whole picture processing, etc.
- Find the odd one out / what's missing?

Concepts of print strategies

- Does the child know the way that a book is organised – top/bottom, front/back
- Is the child aware that we read the printed marks, rather than the pictures?
- Does the child know that a book is read from left to right?
- What is a word? What is a letter? Where does a word start and finish? What does a word sound like? What does a word feel like? (sandpaper words)

Strategies to assist Speaking Skills:

Emergent dyslexia is often associated with early speech and language delay, and associated difficulties "cueing in". For some children extra practice is needed in conversation and social communication skills.

- Toys and puppets are useful aids
- Directed play of all kinds - shops, home corner or dolls' house play
- Interactive computer programmes
- Board Games
- Be prepared to wait, don't answer for the child
- Encourage the child to talk to different adults in school
- Group the child with skilled conversationalists
- Encourage the child to look straight at the speaker. Simple cues can be developed for routines e.g. hand movements
- Games such as Simon Says

Strategies to assist Listening and Memory skills:

- Action songs and circle games
- Games such as Simon Says, Follow My Leader
- Listen to an instruction and then repeat it back or tell it to another person
- Learning to take turns
- Memory games encourage attention and concentration

Metacognition – being aware of how we learn

- From early stages children should be aware of how and why they are learning, and be able to assess their own progress
- Use metacognitive approaches to reading such as Think About It (North Lanarkshire)

Useful resources for working with younger children:

- "Feely bags"
- Picture cards, both large and small
- Pictures to arrange in sequence
- Pictures for short vowel words to include rhyming sets
- For speaking, listening and sound play - puppets and other toys
- Initial letter work - small toys and objects
- Sets of capital and lower-case letters for first learning and alphabet work - Alphabet Arc
- Different materials for tactile work - glitter/glue letters, plasticine, sandpaper, felt etc.
- Letter-sound correspondence cards - with and without picture cues
- Poems and stories in rhyme, alphabet books and illustrated books
- Jigsaw words
- Fine motor skills and manipulation can be improved using spring clips and pegs, small assembly type toys and squeezy balls
- Different types of pens, pencils and pencil grips
- Variety of writing supports

Concern about progress in literacy identified by teacher, parent or child/young person

Appropriate adjustments, including curricular differentiation, are made

Concerns alleviated

Limited progress at the point of review

Ongoing monitoring of progress

Key questions to guide assessment
- **Is the learner struggling to learn accurate and fluent word reading and/or spelling?**
- **Does he/she find listening and talking challenging?**
- **Does he/she appear to have any difficulties with visual processing?**
- **Does he/she struggle with numeracy?**
- **Have appropriate learning opportunities been provided?**
- **Has progress been made only as a result of much additional effort/instruction?**
- **Have difficulties never the less persisted?**

If the answers to these questions are no and progress has been made resulting in alleviation of concerns then no further action may be required

If the answer to some of these questions is yes then further assessment may be required. The Dyslexia Indicators Checklist (Appendix 4) is completed by the class teacher and shared with the dyslexia advisor/ support for learning. Refer to Addressing Dyslexia 'What to Look For', 'Initial Steps' and 'Starting the Process' sections.

Dyslexia advisor/ support for learning carry out assessment (see Appendix 5 and Addressing Dyslexia 'Resources' section) in collaboration with teaching staff, parents and child/young person

Dyslexia assessment profile/summary (Appendix 6) completed by dyslexia advisor/support for learning. Consultation with school link educational psychologist, if required.

Meeting arranged with parents, child or young person and appropriate school staff to discuss and agree assessment outcomes.

More Information required

Dyslexia not confirmed

Dyslexia is not confirmed but other possible barriers to learning have been identified

Dyslexia is confirmed and other possible barriers to learning have been identified

Dyslexia Confirmed

Further assessment may be needed including liaison with other agencies such as Speech and Language Therapy, Educational Psychologist etc.

- **Written record of meeting with agreed actions**
- **Copy of assessment profile/summary shared with parents and child/ young person**
- **Update ASN profile or Wellbeing Plan, if required**
- **Update SEEMiS ASN tab, if required**
- **Ongoing monitoring and review through staged intervention, if required**

Meeting to discuss and agree outcomes of further assessment

DYSLEXIA INDICATORS CHECKLIST: PRIMARY AND SECONDARY AGED PUPILS

Name _____

Class_____

Teacher_____   Date _____

The following should be completed by the class teacher with reference to what would be expected for the age and stage of the pupil. Agreement with any statement should be objectively based on evidence rather than subjective judgement.

Reading

Slow and hesitant rate of reading ☐

Confusion over visually similar words (e.g. of, off) ☐

Auditory confusion (e.g. t/d) ☐

Omissions of syllables or words ☐

Directional problems, loses place ☐

Reversals (e.g. left/felt) ☐

Poor comprehension ☐

Comprehension improves when text is read aloud ☐

Difficulty in skimming/scanning text for information ☐

Limited progress in reading despite significant support ☐

Spelling

Bizarre spelling errors with little phonetic sense ☐

Letters written out of sequence ☐

Capital letters in the middle of words ☐

Limited improvements in spelling despite significant support ☐

Writing

Untidy and disjointed handwriting ☐

Reversing or muddling letters and/or syllables ☐

Good content, poor presentation ☐

Inaccurate copying ☐

Fusion of letters ☐

Directional problems, loses place ☐

Difficulty keeping on line ☐

Incorrect punctuation ☐

Number

Confusion with/reversal of visually similar numbers e.g. 16/61 and symbols, e.g. + and x ☐

Difficulty with memorising number bonds, tables ☐

Limited understanding of the concept of place value ☐

Problems with reading and understanding the language of maths ☐

Difficulty with written calculations – confusion with direction and sequence of procedures, often compounded by inaccurate copying or disorganised lay-out of written work ☐

Confused positional language and directions, e.g. left/right; before/after ☐

Problems with telling the time, time-management and/or concepts of time ☐

Slow information processing – difficulty with mental maths ☐

Learning Behaviour

Reluctant to attempt reading tasks ☐

Reluctant to attempt writing tasks ☐

Takes a long time to complete tasks ☐

Easily distracted during written work ☐

Rarely completes written work ☐

Rarely engages in reading activities out of choice ☐

Lots of correcting and changing of written work ☐

Frustration when engaging in reading or written work ☐

Family history of reading difficulties ☐

General Development

Difficulty recalling sequences of information	☐
Struggles to follow a set of sequential instructions	☐
Word-finding problems	☐
Muddled pronunciation of long words (e.g. tarecaker)	☐
Short term memory weakness (e.g. times tables)	☐
Poor hand coordination	☐
Laterality confusion	☐
Difficulties with organisation and timekeeping	☐
Family history of reading difficulties	☐
Concentration difficulties	☐

It is important to note that not all of these characteristics need to be present to trigger a more in-depth assessment process. In addition, some characteristics are also features of other specific learning difficulties other than dyslexia.

Any other information that the teacher thinks is pertinent (please make notes below):

APPENDIX 5

COMPILATION OF AN ASSESSMENT PROFILE

The identification and assessment of dyslexia is an on-going process over a period of time rather than the result of a single 'test' and it involves looking for a

pattern/profile of difficulties, not just one or two. As such, to identify strengths and weaknesses in literacy skills, a selection of the following information, collated by the Dyslexia Advisor/Support for Learning Staff, may be useful in creating a detailed profile, depending on the age, stage and level of difficulty which the individual experiences. The *Dyslexia Indicators Checklist* may prove useful in highlighting specific areas of difficulty requiring further assessment. The Supporting Learners and Families and Assessing and Monitoring sections of the Addressing Dyslexia Toolkit will be particularly helpful here.

It is important to note that the following is not a definitive list and caution is advised in the use of any assessment package. They can be useful as part of a process that provides further information within a holistic, collaborative and contextual assessment. No test should be used as a definitive 'diagnostic' measure. See also the Resources section of Addressing Dyslexia.

General information gathering:

- Discussion with parents/carers to explore the learner's developmental history, family history and other relevant home factors
- Investigation of his/her learning history from school record keeping
- Classroom observation, involving a range of staff, of how the child or young person learns, the coping strategies adopted, the areas where help is needed and his/her reaction to differing learning situations
- Comparison of pieces of reading or writing using different support strategies
- Analysis of first draft of extended writing
- Dyslexia Indicators Checklist
- East Renfrewshire Standardised Test information
- Information from screening assessments, including initial baseline assessment
- Attendance
- Learning support given – nature of the support (group/individual, phonics, reading comprehension), duration, frequency, aim, degree of success, etc.

Reading assessment

- Standardised word reading test
- Reading Comprehension
- Reading Accuracy
- Reading Speed

E.g. York Assessment of Reading for Comprehension (Centre for Reading and Language, University of York, 2009) Diagnostic Reading Analysis 2nd ed. (Crumpler and McCarty, 2008); Edinburgh Reading Test 3rd ed. (University of Edinburgh, 2002)

- Standardised non-word reading test e.g. *Phonological Assessment Battery (PHAB 2) for Primary School Children (Gibb and Bodman, 2014)*; *Non-word Reading Test* (Crumpler and McCarty, 2004)
- Miscue analysis of text

Spelling assessment

- Standardised spelling test e.g. *Single Word Spelling Test (SWST)*, GL Assessment, 2007; *Graded Word Spelling Test (3rd ed)* (Vernon, 2006); *British Spelling Test Series 2 (BSTS2) (Vincent and De La Mare 2008)*

- Analysis of spelling errors e.g. *Spelling in Context – Strategies for Teachers and Learners* (Peters and Smith, 1993)

Writing Assessment

- Writing samples
- Copying skills
- Copying and dictation of a passage at the learner's level of reading
- Free writing and scribed writing (within set time limit, variable according to the stage of the learner)
- Writing speed, legibility, sentence construction, punctuation, avoidance of hard to spell words

Phonological ability

- Basic phonological skills e.g. *Phonological Assessment Battery (PHAB 2) for Primary School Children (Gibb and Bodman, 2014)*; *Phonological Abilities Test* (Muter, Hulme and Snowling, 1997); *Comprehensive Test of Phonological Processing 2 (CTOPP2)* (Wagner, Torgesen and Rashotte, 2011)*;* Baseline Assessment
- Children and young people's ability to identify rhymes, discriminate phonemes, etc.
- *Preschool and Primary Inventory of Phonological Awareness (PIPA)* (Dodd, Crosbie, McIntosh, Teitzel and Ozanne, 2000)
- Nonword reading e.g. *Nonword Reading Test* (Crumpler and McCarty, 2004)*; Nonword Decoding Test (revised)* (Turner, 2003)
- Ability to articulate sounds
- Awareness of letter sound correspondence

General Development (e.g. teacher observation, consultation with key adults, etc.)

- Checks on hearing and vision
- Observation of motor skills and coordination during P.E.
- Awareness of letter sound correspondence
- Memory – teacher's observations, e.g. ability to learn tables, *Children's Test of Nonword Repetition (CN REP)* (Gathercole and Baddeley, 1996) to measure short term memory, *Digit Memory Test* (Ridsdale and Turner, 2002).
- Learning behaviour – motivation, attention, concentration, approach to learning tasks (e.g. impulsive/reflective, organised/haphazard), self-efficacy for new learning
- Sequencing – days, months, tables
- Visual discrimination
- Visual memory
- Retention of number bonds/facts
- Listening comprehension (e.g. *Wechsler Individual Achievement Test – 3rd edition (WIAT-III UK)* (Wechsler, 2017).
- Receptive vocabulary (*British Picture Vocabulary Scale, 3rd Ed BPVS3, 2009)*; *Peabody Picture Vocabulary Test (4th ed) (PPVT-4)* (Dunn and Dunn, 2007)

- *Wechsler Individual Achievement Test for Teachers – 3rd edition (WIAT-III UK-T)* (Wechsler, 2018); *Wechsler Individual Achievement Test – 3rd edition (WIAT-III UK)* (Wechsler, 2017).

Other

- *Dyslexia Portfolio* (Turner, 2008)
- *Lucid Cognitive Profiling System (LCPS)* (Lucid Research, 2003).

APPENDIX 6

DYSLEXIA ASSESSMENT PROFILE/SUMMARY

On completion of the assessment process, the dyslexia adviser/support for learning staff should complete a written assessment profile/summary using the template below. This assessment profile/summary should be used as the basis for the child's ASN profile or Wellbeing Plan, if one is required. Completion of the profile should be supported and guided by the guidance provided in Appendix 5.

Dyslexia Assessment profile/summary			
Pupil Name:	Date of Birth:	School/Class:	GIRFEC (Education) Stage:
Key professionals/agencies involved (e.g. teaching staff, educational psychologist, speech and language therapist, etc.)			
Profile/Summary completed by:		Date:	

Part A: to be completed by the dyslexia advisor/support for learning staff in advance of the consultation/feedback meeting

Background information relevant to development of literacy skills:
Developmental History (include details of early development, nursery experience, any family history of literacy difficulties or other barriers to learning, hearing and vision, speech & language skills, motor coordination skills, English as an additional language)
Educational History (include schools attended and attendance record)
Learning Behaviour (motivation, concentration, attention and listening skills, social skills and organisational ability)
Number skills
Performance in other curricular areas / areas of strength within and out with school

Any other identified additional support needs:

Additional support provided/attempted strategies (e.g. nature of support, duration, frequency, aim, degree of success)

Child/young person's and key adults' views regarding strengths and areas of difficulty:
Views of child/young person: Views of parents/carers: Views of teaching staff:

Assessment of Literacy Skills
• Reading (include accuracy, fluency and comprehension)
• Spelling
• Writing
• Phonological ability
• Short term and working memory (recall of tables etc.)
• Attitude and motivation / approach to learning tasks

Part B: Outcome of Assessment (refer to dyslexia definition)

Summary and conclusion:
• Analysis of all the available assessment information confirms that the child or young person has dyslexia ☐
• Analysis of all the available assessment information confirms that the child or young person has dyslexia and other possible barriers to learning have been identified ☐
• Analysis of all the available assessment information does not confirm that the child or young person has dyslexia ☐
• Analysis of all the available assessment information does not confirm that the child or young person has dyslexia but other possible barriers to learning have been identified ☐
• More information is required before a decision can be made ☐
Specific information required:

Action Points and Next Steps		
Action	Who	Date for completion

School

Signed:	Position:	Date:

Educational Psychologist (if required)

Signed:	Date:

USEFUL WEBSITES/SOURCES OF INFORMATION

Addressing Dyslexia – A toolkit for the identification and support of learners exhibiting literacy difficulties**:**

Addressing Dyslexia

Dyslexia Scotland: Empowering people with dyslexia to reach their full potential

Dyslexia Scotland

CALL Scotland: Communication and Assistive Technology for People with Disabilities

CALL Scotland

Scottish Qualifications Authority (SQA): The national accreditation and awarding body in Scotland.

Scottish Qualifications Authority

Additional Support for Learning Statutory Guidance 2017

ASL Code of Practice 2017

Enquire – The Scottish advice service for Additional Support for Learning

Enquire

Books for All: Provides books in accessible formats for pupils in Scotland who have difficulty with ordinary printed text, including those with dyslexia. There is a wide range of books, including exam revision materials.

Books for All

Where to go to be assessed for visual stress

The advised route to access assessment should be made through a GP or to:

GCU Vision Centre
Department of Vision Sciences
Glasgow Caledonian University
70 Cowcaddens Road
Glasgow
G4 0BA

T: 0141 331 3377   F: 0141 331 3834
E: visualstress@gcu.ac.uk   http://www.gcu.ac.uk/visioncentre/forpatients/visualstress/

GOOD PRACTICE GUIDELINES FOR PRIMARY AND SECONDARY SCHOOLS

PRIMARY

In the Classroom

Teachers should take into consideration their own teaching approach when considering the needs of a learner who is experiencing literacy difficulties and may have dyslexia.

- Consideration should be given to the amount of copying from the board or from books - use printed worksheets wherever possible. Worksheets that the learner can place their answers on should be used whenever possible.
- Extra time should be allowed for processing information, reading and/or writing.
- When giving verbal instructions teaching staff should take account of the needs of any learner who has dyslexia in the class.
- All work should receive recognition for effort when appropriate.
- Progress and attainment should be clearly recorded with feedback to the learner
- Standard computer packages designed to aid learners who have dyslexia should be available in the classroom e.g. Co-writer.
- Training in the use of standard computer packages to aid learners who have dyslexia within the classroom should be given to the learners and, where possible, parent.
- At every opportunity the class teacher should look for other ways in which the learners who have dyslexia can demonstrate their knowledge in class. Perhaps by answering orally, as opposed to having to write the information. This could be done in many cases through group work, allowing someone in the group to scribe or report back on the group findings.
- Learners should be encouraged to balance the content of what they write with the need for accuracy.
- When learners are taught out with the main classroom there should be compensations made by teachers for any work missed.
- Schools should be aware of strategies to be used in marking free writing. This will encourage the learner to use a full vocabulary.
- Learners should be told when spelling will be marked. They should be informed that although spelling has not been marked, errors may exist. Selective marking should take place on all other work to support learner motivation and self-efficacy. Work should be marked on content not spelling.
- When testing key words only the words relevant to the spelling exercise should be marked.

Classroom layout

Inappropriate pressure should never be put on a child – s/he should always be involved in reaching decisions as to the appropriateness of strategies. All teaching staff should plan their lessons with all learners' needs in mind.

- Attention should be paid to the layout of class; the classroom should be as learner friendly as possible.
- The learners who have dyslexia should be comfortable with seating arrangements, but the ideal is that they would be seated near the front of the classroom.
- Teaching staff should consider seating strategies when arranging seating plans.

Homework

- Homework should receive recognition of effort.
- Homework should be marked on content.
- Homework should be used to reinforce work already done in class.
- Homework instructions should be given in printed note form.
- Time spent on homework should be monitored by parents and reported back to teachers if the child is spending too much time on homework tasks. This should be done by a contact book or email arrangement being set up and used between teachers and parents; this would maximise the reinforcement of class teaching and minimise the learner being "bogged down".
- Parents should be made aware of the homework their child has to do and the time schedule allowed. Contact sheet/book or email should be used for any relevant information required to be passed on by parent or teacher.
- Teachers should be encouraged to respond to any comments made by parents.
- Parent workshops to facilitate homework and advice on helpful coping strategies should be available.

SECONDARY

In the classroom

Class teachers should be aware of the individual learning profile of a pupil who has dyslexia through the school's system of sharing ASN information, strengths and difficulties should be taken into consideration when developing strategies for learning. Class teachers should also take into consideration their own teaching approach.

- Copying from the board or from books should be limited - use printed worksheets wherever possible asking learners to highlight instead of copy.
- Extra time should be allowed for processing information, reading and/or writing.
- Learners should be given the option whether or not to read aloud in class.
- When giving verbal instructions teaching staff should take account of the needs of any learners who have dyslexia in the class, allowing additional time to process.
- The use of technology, scribes and readers should be practised prior to exam situations.

- When giving verbal instructions, teaching staff should take account of the needs of any learners with dyslexia in the class and break these down into small steps.
- Focus should be put on the effort from learners, and all work should receive recognition for effort when appropriate.
- Progress and attainment should be clearly recorded with feedback to the learner.
- Computer packages designed to aid the learner with dyslexia should be available for use by the learner within the school - e.g. Co-Writer, Ivona mini reader etc.
- Assessment is for Learning strategies should be used by the subject teacher to enable learners with dyslexia to demonstrate their knowledge in class e.g. answering orally, mind mapping, annotating as opposed to only writing the information.
- Learners should have access to technology support in class, where appropriate.
- Learners should be encouraged to balance the content of what they write with the need for accuracy.
- Learners should be informed that although spelling has not been marked, errors may exist.
- Selective marking should take place on all other work to support motivation and self-efficacy. Work should be marked on content not spelling.

Classroom layout

Learners should always be involved in reaching decisions as to the appropriateness of support strategies. All teaching staff should plan their lessons with all learners' needs in mind.

- Attention should be paid to the layout of the class; the classroom should be as learner-friendly as possible, with staff allowing additional processing time and seating individuals where they are able to see the board clearly.
- The classroom should be well organised to ensure any distracting movement and noise is kept to a minimum.

Homework

- Homework should be issued at the start of the lesson if possible.
- Homework should be marked on content, not spelling.
- Homework should be used to reinforce work already done in class.
- Homework instructions should be given in printed note form.
- Time spent on homework should be monitored by the parent and reported back to staff if the learner is spending too much time on homework tasks.
- Staff should ensure that homework is noted down correctly to allow parents and learners to monitor homework.
- Subject teachers should be encouraged to respond to any comments made by parents.
- Parent workshops to facilitate homework and advice on helpful coping strategies should be available.

APPENDIX 9

SUPPORT FOR LEARNERS WHO HAVE SPECIFIC MATHEMATICAL DIFFICULTIES

Where problems are evident:

- Don't hold the learner back because of poor reading, copying and calculating skills – provide opportunities for them to demonstrate their maths skills.
- Provide worksheets for answers only as opposed to copying out many calculations.
- Some learners will not grasp tables or other sequences, and will continue to confuse number language - keep trying - but blame the strategies not the learner when it doesn't work out
- Link new concepts clearly to existing ones.
- Is the learner an inchworm or grasshopper? Be aware of how an individual learner approaches tasks.
- If the learner uses an idiosyncratic method successfully, let them.
- Encourage peer collaborative working.
- Find alternative ways to present the same learning outcome with less text.
- Use the visual representation strengths of computer software.
- Use a variety of visual support materials e.g. partition cards, number fans, number sticks, tables squares, calculators etc. Check that the learner understands what they are for and can use them. If not, find something better.
- When doing mental calculations, allow the learner to jot down key numbers, the correct mathematical symbols for the operations and other information which might assist them get to the answer, as they may have difficulty retaining these cues.
- Teach mind mapping (for further information see *Mind Maps for Kids*, (T. Buzan).
- Check orientation skills - working left - right and top – bottom. If not developed, then provide practice materials.
- Avoid copying from the blackboard. With interactive whiteboards, check the learner has enough time to process the information.
- Encourage the use of multi-sensory strategies and resources where possible e.g. using concrete materials and visual cues. In Problem Solving it is difficult to organise thoughts and to visualise the processes and procedures involved at the same time.
- Use wall charts to reinforce the symbols and language for the basic calculations and processes. Additionally, key words and symbols could be put on an index card and stuck inside the learner's maths jotter. Associate symbols with colours.
- It will generally take longer for the learner to complete their work so give them only a selection of examples for the process involved, not the whole page.

- Leaners who have dyslexic difficulties may find learning tables by rote very difficult and it might help if they can use their reasoning skills to work out short cuts in multiplication and division work. Encourage estimates.
- Chunk instructions and tasks into manageable sections.
- Build in some success every day.
- Talk to the learner - what does s/he think helps?