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.

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| --- | --- | --- | --- | --- |
| **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**

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| **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)** |
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| **Educational History (include schools attended and attendance record)** |
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| **Learning Behaviour (motivation, concentration, attention and listening skills, social skills and organisational ability)** |
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| **Number skills** |
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| **Performance in other curricular areas / areas of strength within and out with school** |
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| **Any other identified additional support needs:** |
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| **Additional support provided/attempted strategies (e.g. nature of support, duration, frequency, aim, degree of success)** |
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| **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) |
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| * Spelling |
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| * Writing |
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| * Phonological ability |
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| * Short term and working memory (recall of tables etc.) |
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| * Attitude and motivation / approach to learning tasks |
|  |

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

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| **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: |
|  |

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| --- | --- | --- |
| **Action Points and Next Steps** | | |
| Action | Who | Date for completion |
|  |  |  |

School

|  |  |  |
| --- | --- | --- |
| Signed: | Position: | Date: |
|  |  |  |

Educational Psychologist (if required)

|  |  |
| --- | --- |
| Signed: | Date: |
|  |  |