

Supporting Children and Young People with Specific Learning Differences in Literacy: A Focus and Dyslexia and Associated Difficulties

In Falkirk Children's Services, the governing principles in supporting children and young people with additional needs are inclusion and staged intervention.

This guidance clarifies how Falkirk Council Education Services support children who experience difficulties in learning literacy.



Robert Naylor Director, Education Services

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Development Group

<i>Hazel Musk</i>	<i>Additional Support for Learning Adviser</i>
<i>Gail Hendry</i>	<i>Educational Psychologist, Falkirk Council</i>
<i>Jacqui Ronnay</i>	<i>Outreach Teacher (Specific Learning Differences)</i>
<i>Angelique Watt</i>	<i>Outreach Teacher (Specific Learning Differences)</i>
<i>Louise Amos</i>	<i>Outreach Teacher (Specific Learning Differences)</i>
<i>Nick Balchin</i>	<i>Principal Educational Psychologist (Editor)</i>

Contents

Specific Learning Differences and Dyslexia.....	3
Introduction	3
Context	4
Definition of Dyslexia.....	5
<i>Falkirk Council Literacy Pathway</i>	<i>7</i>
Guidance on Addressing Specific Learning Differences	7
Process of Assessment	7
Transitions	12
Alternative Assessment Arrangements.....	12
Falkirk Education Services Support Staff	14
Role of Class Teacher	15
Role of Support for Learning Teacher	15
Role of the ASLOT Specific Learning Differences Teacher	17
Role of Educational Psychologist	18
Additional Support for Learning Advisor- Information Communication Technology.....	19
Appendix One: Flowchart with overview of the Literacy Pathway process.....	21
Appendix Two: Stage 1a/1b Assessment Paperwork.....	23
Appendix Three: Stage 2 Assessment Paperwork for Consultation with Education Services	Error! Bookmark not defined.
Appendix Four: General Guidelines	28
Appendix Five: Website Information for Parents/Carers, Teachers and Pupils	29
Appendix Six: Assessment Software	30

Specific Learning Differences and Dyslexia

Introduction

It is our aim to promote a culture of achievement and success in literacy development. Falkirk Council Children's Services Planning reflects key priorities of the National Improvement Framework and one of the key aims is to improve attainment in literacy for all children. We aim to improve outcomes for children and young people by ensuring that all children have equal access to learning and opportunities ensuring that any barriers to learning are identified early and addressed.

All children learn in different ways. Each child has differences in their knowledge and skills and in their strengths and areas of development. This is what is meant by learning difference. Some children have more pronounced differences in how they learn. These learning differences are referred to as Specific Learning Differences. Some children and young people may experience difficulties in reading, writing, spelling or number that would not be expected given their age and other abilities. The significance of these difficulties may vary, may persist or change over time and may affect children of all levels of ability in literacy as well as other domains of learning.

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 may result in low self-esteem, high stress, atypical behaviour, and low achievement. Pupils who have learning differences should be identified as early as possible and supported through the staged intervention process. Early intervention ensures promotion of strengths and success and applies evidence-based intervention to support progression.

Falkirk Council Children's Services recognises that for some children and young people Specific Learning Differences may impact on a number of areas of functioning, whilst it acknowledges that there are other specific learning difficulties which may impact on learning. This policy will outline the process Falkirk Council has developed to support children and young people presenting with Specific Literacy Differences or Dyslexia. It has been written to support and develop good practice in assessment, intervention and monitoring of literacy development and in supporting Dyslexia in Falkirk Schools. The document provides guidance on the **Falkirk Council Literacy Pathway**.

Context

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

Falkirk Council Children's Services supports the learning and achievement of all children and where children experience barriers to their progress in learning these are considered, firstly within the context of their learning environment and secondly within a process of assessment and intervention. Specific Literacy Differences which present as a barrier to a child's progress are therefore assessed and supported in line with the general practices of promoting learning and inclusion.

Falkirk Children's Services practice to support specific literacy difference are based on the following key principles:

- All pupils have the right to access a broad, balanced and relevant curriculum that is appropriately differentiated according to individual needs. We use the term Specific Literacy Differences as it highlights that children and young people can have a different way of learning.
- Pupil needs should be met through effective classroom practice and flexible use of available resources to develop strategies so that pupils can become independent learners. Pupils should be enabled to recognise their abilities, their learning styles and understand the implications of their Specific Literacy Difference.
- The impact of Specific Literacy Difference/Dyslexia on learning is on a continuum, varying from mild through moderate to severe. Effective assessment and intervention will consider the individual's ability to access the curriculum, the learning environment and coping strategies. The main objective is to support and promote learning.
- All Falkirk Council education staff, parents and carers and young people have a responsibility to work together. Good communication and liaison is vital to be effective in supporting pupils.
- It is the responsibility of all the adults in a pupil's life to continue to develop their knowledge and skills in relation to Specific Learning Differences/Dyslexia.

Definition of Dyslexia

Falkirk Council Children's Services acknowledges and adheres to both the Scottish Government definition of Dyslexia and the British Psychological Society. Both definitions are used as working definitions and acknowledge that environmental factors are important at all levels of the definitions.

1. *'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 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 skills and co-ordination difficulties may also be affected (Scottish Government, 2014).'

2. *"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)*

Children who experience difficulties in learning across literacy will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens. The **Falkirk Council Literacy Pathway** aims to provide a holistic assessment of

functioning to identify strengths, minimise barriers to learning, promote access and inclusion and to provide support where needed.

Falkirk Council Literacy Pathway

Guidance on Addressing Specific Learning Differences

Every school in Falkirk Council has adopted a whole-school approach to meeting the needs of pupils with Specific Learning Differences and Dyslexia. It clarifies roles and responsibilities for professionals to promote effective literacy outcomes for all learners. Falkirk Council follows the Scottish Government's current recommendations as outlined in the online Addressing Dyslexia Toolkit. This process has been designed and implemented with reference to the Scottish Government recommendations for good practice, "Addressing Dyslexia Toolkit" (<http://www.addressingdyslexia.org>).

It recognises that contextual assessment over time is most valuable and has adopted a specific Dyslexia Pathway process to guide staff in assessment methodology and the identification of evidence based intervention as part of the Plan/Do/Review process (see appendix one).

Process of Assessment

The Falkirk Council Literacy Pathway is a staged process which recognises the collective responsibility of school staff, support services, parents and pupils.

The assessment process is continuous and is used to inform intervention and teaching approaches. Indeed, assessment and intervention are highly interrelated processes: the evidence from intervention also informs the assessment picture and in turn adds to the next stage of planning and support (Plan, Do, Review). Assessment over time, using a wide range of assessment materials, ensures that a comprehensive profile of the pupil's strengths, difficulties and progress is recorded within Falkirk Council's Specific Learning Differences Assessment Profile Record (see appendix two). It is a fluid and on-going process, which is individualised for each pupil.

Children with Specific Literacy Differences can show differences in performance in different aspects of the curriculum and this policy clarifies how to identify the needs of each child, and the intervention required.

The identification and assessment is a process undertaken by pupils, parents and carers, teachers and other multi-agency professionals as and when required. The identification process takes account of the number of factors and variance in the learning development of the child. Identification follows a staged process of assessment and intervention over time, recognising

that Specific Learning Differences occur within a continuum. The purpose is to build a profile of strengths and areas for development of a child's learning and provide a basis for the planning of teaching and learning. Once the strengths and areas for development have been identified, the plan for learning will aim to promote the strengths and target learning opportunities for the areas of development.

Stage 1: Classroom Assessment.

The delivery of the curriculum is the basis for continuous assessment and is the first stage of identifying strengths and areas which may require development. It is the responsibility of all class teachers to ensure that any difficulties are identified and appropriate differentiation and/or intervention strategies are implemented. The impact of the differentiation and intervention strategies will be assessed over time. If difficulties persist despite targeted intervention/differentiation, on-going discussion should take place between the Class Teacher and the Parent/Carer to consider if consultation with the Support for Learning Teacher should be sought. Following consultation with the Support for Learning Teacher, one of two outcomes will be reached.

Outcome 1: Continue with classroom-based interventions/differentiation.

The Support for Learning Teacher may advise further intervention and period of assessment. It is the Class Teacher's responsibility to advise parents and incorporate the recommendations into planning. The pupil's progress will continue to be tracked and monitored over time.

Outcome 2: Further Assessment required. Subject to parental consent, place child/young person on Falkirk Council's Literacy Pathway: Level 1A (see appendix two).

The Support for Learning Teacher will advise the Class Teacher to undertake further assessment and agree a timescale for review. The timescale will be determined based on extent of the assessment and the individual needs of the child. It is the Class Teacher's responsibility to advise parents of the outcome of this consultation and complete further assessment as advised by the Support for Learning Teacher.

□

Stage 1a: Falkirk Council Literacy Pathway

Following parental agreement, the Class Teacher will gather specific assessment information regarding the pupil's strengths and identify key areas for development as advised by the Support for Learning Teacher. This will include an analysis of the following:

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- Information from Parents
 - Voice of the Child/Young Person
 - Impact of strategies and resources to support the child/young person over time.

A further consultation will take place between the Class Teacher and the Support for Learning Teacher to review the assessment evidence, and again one of two outcomes will be reached.

Outcome One: The assessment evidence and intervention plan is showing impact. A further timescale for review will be negotiated between the Support for Learning Teacher and the Class Teacher to ensure the child/young person is continuing to make progress. It would be the Class Teacher's responsibility at this stage to liaise with parents/carers regarding the outcome of the consultation.

Outcome Two: The assessment evidence indicated that further investigation is required. A Team around the Child (TaC) should be organised with the Support for Learning Teacher in attendance to review strengths, the impact of the current intervention strategies and determine next steps. With parental approval the Team around the Child would formalise that the child/young person would move to Stage 1B: Orange Level.

Stage 1b: Falkirk Council Literacy Pathway

The Support for Learning Teacher will be directly involved in conducting a number of additional assessments (see appendix two: Stage 1b) including contextual assessments of the child/young person's functioning within the classroom environment. The Support for Learning Teacher will liaise with the Support for Learning Co-ordinator in school to review the assessments evidence. Again one of two outcomes will be reached:

Outcome 1: The assessment evidence indicates that adaptations to intervention are required. Remain at Stage 1b. Timescale and plan to be agreed by the Team around the Child

Outcome 2: The Team around the Child have reviewed the assessment evidence and agreed that further consultation is required with the Additional Support for Learning Outreach Team (ASLOT), Specific Learning Difference Support Teacher (SpLD). The child's name will be held on the ASLOT database records and along with the school, the ASLOT team will track and monitor progress.

Stage 2: Falkirk Council Literacy Pathway

The Support Teacher (SpLD) will support the Team around the Child in reviewing and analysing the assessment evidence. In some cases the Support Teacher (SpLD) may conduct

direct assessment, however in most cases the role will be consultative within the Team around the Child. Should additional assessment be considered this would be clearly articulated to the Team Around the Child. In most cases, staff located within school will conduct any additional assessments advised by the Support Teacher (SpLD). Information gathered will be recorded on a Stage 2 Form (see appendix two: Stage 2). This highlights an individual's strengths and areas for development as well as listing appropriate strategies and interventions to support learning. Following consultation with ASLOT SpLD personnel one of three outcomes may be reached.

Outcome 1: Further assessment and intervention required. At this stage there may be further advice on planning and intervention and a period of review as determined by the Team around the Child.

Outcome 2: The assessment evidence indicates that the child/young person meets the criteria of Dyslexia as set by the Scottish Government and British Psychological Society. This will be formally recorded on the Pupil's Profile Record (PPR). Planning will continue to identify strengths and ensure that any barriers to learning are identified and addressed. Progress will be tracked and monitored and alerts at key junctures (e.g. P7 to S1) will ensure that transitions are effectively managed (see transitional support).

Outcome 3: The assessment evidence indicates that additional factors are impacting on learning and attainment. Should the Team around the Child consider that further consultation on presenting need be desirable, agreement can be sought to consult with the Educational Psychologist. Referral to the Educational Psychology Services will be subject to parental consent.

Stage 3: Falkirk Council Literacy Pathway

Stage Three of the process acknowledges that some pupils may need the support and involvement of an Educational Psychologist and/or other multi-agency stakeholders to support the Team around the Child in assessing the child's needs. Generally, Stage 3 of the process would consist of the Team around the Child involving the Educational Psychologist who would review the assessment evidence over time and consult with the TaC to consider the child/young person's strengths and areas for development. One of three outcomes may be reached.

Outcome 1: A period of further assessment and intervention is advised. A timescale will be agreed by the Team around Children to formally review progress.

Outcome 2: The assessment evidence indicates that the child/young person meets the criteria of Dyslexia as set by the Scottish Government and British Psychological Society Guidelines. This will be formally recorded on the Pupil's Profile Record (PPR). Planning will continue to identify strengths and ensure that any barriers to learning are identified and overcome. Progress will be tracked and monitored and alerts at key junctures (e.g. P7 to S1) will ensure that transitions are effectively managed (see transitional support).

Outcome 3: The assessment evidence indicates that additional factors are impacting on learning and attainment. The TaC will work collaboratively to clarify the child/young person's additional support needs and agree a plan to support them. A timescale will be agreed by the TaC to formally review progress.

Parental views and assessment of functioning at home and in the community are integral components to the process. Consequently, parental views will be sought throughout the process and parents will be integral to planning and all aspects of decision-making. The pupil's voice is equally important to planning and support. All planning will be completed in full consultation with pupils ensuring that their views are taken into account and they are actively involved in planning. The timescales for assessment will be dependent on individual need and they will be agreed in collaboration at the Team around the Child.

It is important that any difficulties a child may present with are recognised at an early stage in order that appropriate strategies can be put in place. The process Falkirk Council Children's Services have designed (with reference to the Scottish Government Dyslexia Toolkit) aims to provide a clear process of assessment, and intervention to enhance literacy attainment for all and provide targeted support to meet individual need. Labels at the early stages may not be particularly helpful or meaningful, as progress will be affected by maturation and experience. There is a greater degree of confidence in being able to offer a confirmation of the lifelong difficulty of Dyslexia following a robust assessment process over time than can be extracted from independent discrete assessment methodology. As such criteria statements against both the Scottish Government and British Psychological Society definitions can be determined with a greater degree of confidence from the upper primary stage onwards. This enables practitioners to ascertain if difficulties persist over time despite access to appropriate teaching, differentiation and adaptations in the education environment.

Transitions

Established systems need to be in place to support the transition of children and young people with literacy difficulties as they progress through their school career. Careful transition planning is especially important at key transition points, i.e. from primary to secondary school and from school to post school.

Transition from Primary School

Secondary School Pupil Support Staff will be involved in getting to know pupils in P6, and during the first term of P7 staff will attend consultation or transition meetings to facilitate a positive transition for pupils with Specific Learning Differences/Dyslexia.

Information will be gathered based on the Falkirk Council's Literacy Pathway and the pupil's Assessment Record will be passed on at transition to high school. This will ensure that the intervention plan is continued into Secondary school.

The pupil will have an identified link teacher who will liaise with the pupil and parents/carers.

The Secondary school may make adaptations to the plan to support the change of context.

School staff will be aware of the support that will be provided. If appropriate a Form 4 Children's Action Plan will be developed to monitor and track progress. This will be reviewed regularly.

Alternative Assessment Arrangements

The Scottish Qualifications Authority is the national awarding body responsible for ensuring that the process of assessment leading to the certification of attainment is rigorous and fair and allows all candidates with additional support needs, including Dyslexia, to demonstrate the skills and knowledge required for the award. The principles that underpin Qualifications Authority's policy on alternative assessment arrangements for candidates with additional support needs are intended to ensure that no candidate is disadvantaged because of difficulties they may have in accessing the text of the exam or recording their answer.

Children and young people with Dyslexia are eligible to access alternative assessment arrangements, where appropriate. From primary school through to further education there is a wide range of alternative assessment arrangements available to learners with Dyslexia. The particular arrangements devised should reflect the support or strategies applied to the learning situation of the individual. It is important that appropriate alternative assessment

arrangements are identified from the earliest possible point, to enable the individual to have many opportunities to experience these alternative arrangements, such that the arrangements are as enabling as possible.

The arrangements should be based on the specific needs of the individual. Secondary Schools are required to provide SQA with details of the nature and level of support that each candidate has received in a subject class. Young people should have the opportunity to try out alternative assessment arrangements agreed prior to sitting SQA exams themselves. Support needs vary in different subjects and at different levels and decisions about alternative assessment arrangements should therefore be made on a subject by subject basis, with pupils and parents closely involved in the process. Supporting evidence needs to be gathered. Final alternative assessment arrangements will be made in consultation with the school's SQA Co-ordinator and in keeping with advice issued by the SQA.

For more information refer to 'Assessment Arrangements Explained', available for download from: http://www.sqa.org.uk/sqa/files_ccc/AA_AssessmentArrangementsExplained.pdf

Transition from Secondary School to Post-School

Additional Support for Learning Act (2004) requires education authorities to take specific action to help young people with additional support needs to make the transition from school to post-school life successfully. Effective planning helps to promote shared understanding and close communication among all relevant persons in a young person's life as they move away from the compulsory education system, and ensures that any required action is co-ordinated appropriately.

It may be helpful to provide the child or young person with a summary of their assessment and needs. This would be particularly helpful in circumstances where the pupil is intending to attend further or higher education. Such a document should be on headed paper and signed.

Falkirk Children's Services Support Staff

As part of the Falkirk Council Literacy Pathway process to support identification and planning for children and young people presenting with literacy support needs, a number of staff will be involved at this process. Figure Five details the members of staff who would be expected to be involved at the key stages.

Table 5: Key staff involved in assessment and intervention

Level	Key Staff
Classroom Assessment	Class Teacher, Support for Learning Teacher, Support for Learning Assistant
Stage 1a	Class Teacher, Support for Learning Teacher, Support for Learning Assistant
Stage 1b	Support for Learning Teacher, Support Co-Ordinator, Class Teacher
Stage 2	ASLOT SpLD Teacher, Support Co-ordinator, Support for Learning Teacher, Class Teacher
Stage 3	ASLOT SpLD, Educational Psychologist, Support Co-ordinator, Support for Learning Teacher, Class Teacher

* Consultation can take place with the Information and Communications Technology Support Officer at any stage.

Role of Class Teacher

Consultation

- Liaise with parents/carers to gather information regarding their child's development and progress
- Engage in discussion with pupils to seek their opinions on their learning and act on information given
- Liaise with Support for Learning teacher in order to identify possible support strategies and approaches
- Feedback with parents and pupil on support and progress

Identification/Assessment

- Use the Classroom Observation Guide to identify areas of strength and development
- Note observations and gather evidence from formative and summative assessments
- Review progress, after an agreed period of time (with parents/Support for Learning Teacher)
- Complete stage 1a of Literacy Pathway assessment record and refer to Support for Learning Teacher, if appropriate

Support/Intervention

- Plan support strategies and interventions to use in the classroom based on evidence gathered
- Plan, review and adapt these strategies and interventions as part of an on-going process
- Advise parents on how best to support their child

Training

- Access training opportunities to raise knowledge in supporting pupils with literacy difficulties

Role of Support for Learning Teacher

Consultation

Provide advice around the support of pupils with Specific Literacy Differences/Dyslexia including:

- Liaise with class teachers and support for learning coordinator in order to respond effectively to referrals for additional support
- Ongoing consultation with staff and parents for pupils on the Literacy Pathway
- Consultation with SpLD Support Teacher at Stage 2 of the Literacy Pathway
- Feedback with parents on pupil support and progress
- Ongoing liaison with Support for Learning Assistants regarding pupil programmes
- Encouraging pupil voice and acting on information given.

Identification/Assessment

- Carry out observations and diagnostic assessments in order to gain a fuller picture of individual learning needs and make appropriate recommendations
- Feedback of assessment results to parents and staff
- Complete stage 1b of SpLD Pathway assessment record and refer to SpLD Support Teacher if appropriate

Support/Intervention

- Plan intervention in accordance with individual needs including support for learning programmes, cooperative and direct teaching
- Plan, review and adapt additional education targets and associated strategies/resources on an on-going basis
- Advise parents on how best to support their child
- Assist on transition to High School by providing up to date and relevant information

Training

- Access training opportunities to further knowledge in supporting pupils with literacy difficulties
- Engage in Support for Learning network meetings to share good practice and keep abreast of new developments
- Promote new initiatives in additional support for learning e.g. Literacy Pathway
- Provide training to staff on additional support needs, methodologies and strategies

Role of the ASLOT Specific Learning Differences Teacher

Consultation

Provide expertise and advice around the identification and support of pupils with

Specific Literacy Differences/Dyslexia including:

- General Consultation with ASN Coordinator, SfL Teacher, Class Teacher, Pupils, Parents and other agencies as and when required. e.g. Consulting with staff to ensure that pupils have understanding of Specific Literacy Difference/Dyslexia and have good awareness of their strengths and areas of development.
- Individual case consultation at Stage 2 of Specific Learning Differences (SpLD) Pathway as part of the Team Around the Child
- Consultation with Educational Psychologist (subject to seeking informed consent) as part of the Team around the Child if further clarification/assessment is required to understand and support presenting need.

Identification

Help to identify Specific Literacy Difference/Dyslexia in accordance with Falkirk Children's Services pathway by:

- Assisting in the interpretation of school assessment information at all levels of Staged Intervention
- Support schools to interpret assessment data and articulate results to parents and pupils.
- Coach and consult with staff to support them to conduct individual assessments when required.

Support

Contribute to planning to develop appropriate evidence based intervention to support individual need.

- Supporting staff in school to consider evidence based intervention to promote inclusive learning within the classroom.
- Recommend resources and organise a lending service for alternative programmes.

- Track pupil progress and consult with the Team around the Child to identify next steps.
- Facilitate Dyslexia awareness raising events for pupils.
- Offer advice to parents to promote understanding and support of Specific Literacy Differences/Dyslexia

Training

Provide staff development opportunities either through bespoke training or in context through application of a coach/consult approach.

- Promote Scottish Government on-line “Addressing Dyslexia Toolkit” as a basis for good practice across schools.
- Training in the identification and support of pupils with Specific Literacy Difference/Dyslexia is offered to all school staff through a variety of Continued Professional Development sessions.
- Training SfL staff in the use of specific assessment tools and specialist resources/programmes recommended for children and young people presenting with Specific Literacy Difference/Dyslexia.
- Provide awareness raising and support workshops for parents.

Research

Keep abreast of current developments within the field of Specific Literacy Difference/Dyslexia

- Disseminate new initiatives to school staff.
- Trial new assessments and resources.
- Collate data of pupils with Specific Learning Differences (Dyslexia) in Falkirk Council educational establishments and track progress and outcomes.

Role of Educational Psychologist

The role of the Educational Psychologist in assessment of specific literacy difficulties/ dyslexia has developed from that of assessment at an individual level to a systemic role in building capacity of schools’ assessment methodology and intervention process. The Falkirk Council Literacy Pathway exemplifies the systemic role, which the Educational Psychology team have taken to ensure equity across school systems through the development of a staged process to support teachers, support co-ordinators and Additional Support for Learning Outreach

Teachers to confidently gather assessment data and use this assessment data to meet students' needs.

Consultation: The Educational Psychologist can consult with schools on general issues regarding specific literacy difficulties and provide advice on evidence based intervention and strategies to support. They may also consult with School Support Co-ordinators and ASLOT (Specific Learning Difference Support Teachers) as part of the team around the child (TAC) provided consent for psychological service involvement has been obtained.

Assessment: As part of the Staged intervention process, the school will have completed contextual assessment information in accordance with the Falkirk Council Education Holistic Approach to Dyslexia assessment guidance. There may be occasions where the Team around the Child may consider involving the Educational Psychologist as part of the Team around the Child if further clarification/assessment is required to understand and support presenting need.

Intervention: The Educational Psychologist work in collaboration with ASLOT (Specific Learning Difference Outreach Support Team) to provide advice on evidence based intervention and effective implementation, if required.

Training and Research: The educational psychologist will contribute to the sharing of information based on evidence based research and practice. Educational Psychologists will collaborate alongside other education colleagues in sharing of knowledge and understanding and development of best practice.

Additional Support for Learning Advisor- Information Communication Technology

Falkirk Council has an Additional Support for Learning Advisor with expertise in ICT offering solutions to the difficulties faced by pupils with Specific Learning Differences. In-depth knowledge and understanding of the unique strengths and needs of each student remains the key to choosing the best resources to ensure they develop the coping strategies that will provide them with access to lifelong learning.

The ASL Advisor- ICT is able to:

Assess individual pupils who present more complex needs and to make recommendations on software, hardware, peripherals and strategies which may facilitate their Learning.

- Monitor the long-term progress of individual pupils with more complex needs especially through periods of transition – for example, from Nursery to Primary, Primary to Secondary or from mainstream to specialist provision
- Provide staff development for Support for Learning Teachers, Class Teachers and Support for Learning Assistants in individual, group or whole school setting on the use of computers and other aids in the classroom to support literacy development
- Work closely with pupils for short periods to train a specific Information and Communications Technology skill if agreed by the Team around the Child
- Facilitate and process, through the termly Referral Group Meetings, requests from schools for loans of centrally-funded Information and Communications Technology resources.

Appendix One: Flowchart with overview of the Literacy Pathway process

Falkirk Council Education
GIRFEC Levels of Assessment – Dyslexia
A Holistic Approach

IDENTIFYING

Supporting

GIRFEC LEVEL 1

STAGE 1a

Parents/pre-school staff/teachers /health or social service staff, other agencies identify child/young person needing support or planning which can be met

within the existing pre-school or school setting

(Addressing Dyslexia Toolkit - Green Level)

Sources of Information-

- * Class Teacher observation. Identify strengths, areas for development, learning environment-
Use Classroom Assessment Toolkit
- * Class/School internal assessment results:
i.e. Samples of writing/CEM results/
nursery information/ C for E levels
- * Look at learning performance across the curriculum
- * Vision and Hearing checks
- * Interventions, strategies, approaches,
adaptations to current learning programme
- * Parent information/ learning history/views
- * Pupil views
- * Other agencies involved: information and
Reports e.g. SALT/OT

INTERNAL SUPPORT

Single Agency Plan

Support/planning put in place from **within school resources** but including monitoring and review of effectiveness by school and parents. A named individual from within the school co-ordinates the overall approach.

OPEN F.C. ASSESSMENT PROFILE RECORD STAGE 1a

- * Consultation with school Support for Learning
Coordinator
- * Consultation with parents
- * Consultation with SfL Teacher
- * More robust intervention/approaches/differentiated
class teacher planning -
Green Level Assessment Overview can be used
- * Realistic Timescale
- *Regular monitoring and review of targets

Review with Support Co-ordinator
Outcome from Review

****Positive Progress made**** Continue to
monitor within class. May decide to
remove from Stage 1

GIRFEC Level 1

STAGE 1b

Ongoing Concerns- need for further information

(Addressing Dyslexia Toolkit - Orange Level)

Support for Learning Teacher now becomes more directly involved.

- *Individual assessment using a variety of standardised/
diagnostic assessments (Appendix 1- recommended
assessments) to contribute to My World Triangle
Assessment framework.
- *Dyslexia Toolkit checklist may be useful

INTERNAL SUPPORT

Single Agency Plan

A named individual from within the school co-ordinates the overall approach. An individualised educational programme may be needed.

FC ASSESSMENT PROFILE RECORD STAGE 1b

- * Consultation with Parents: permission for
assessments.
- * TAC meeting to share results and plan next steps
- * Programme of targeted support through
differentiated class teacher planning or IAF
Form4
- *Regular monitoring and review of targets

More clarification required-
GIRFEC Level 2 Stage 2

Advice and support sought from specialists outwith the school or centre
but from within educational services.

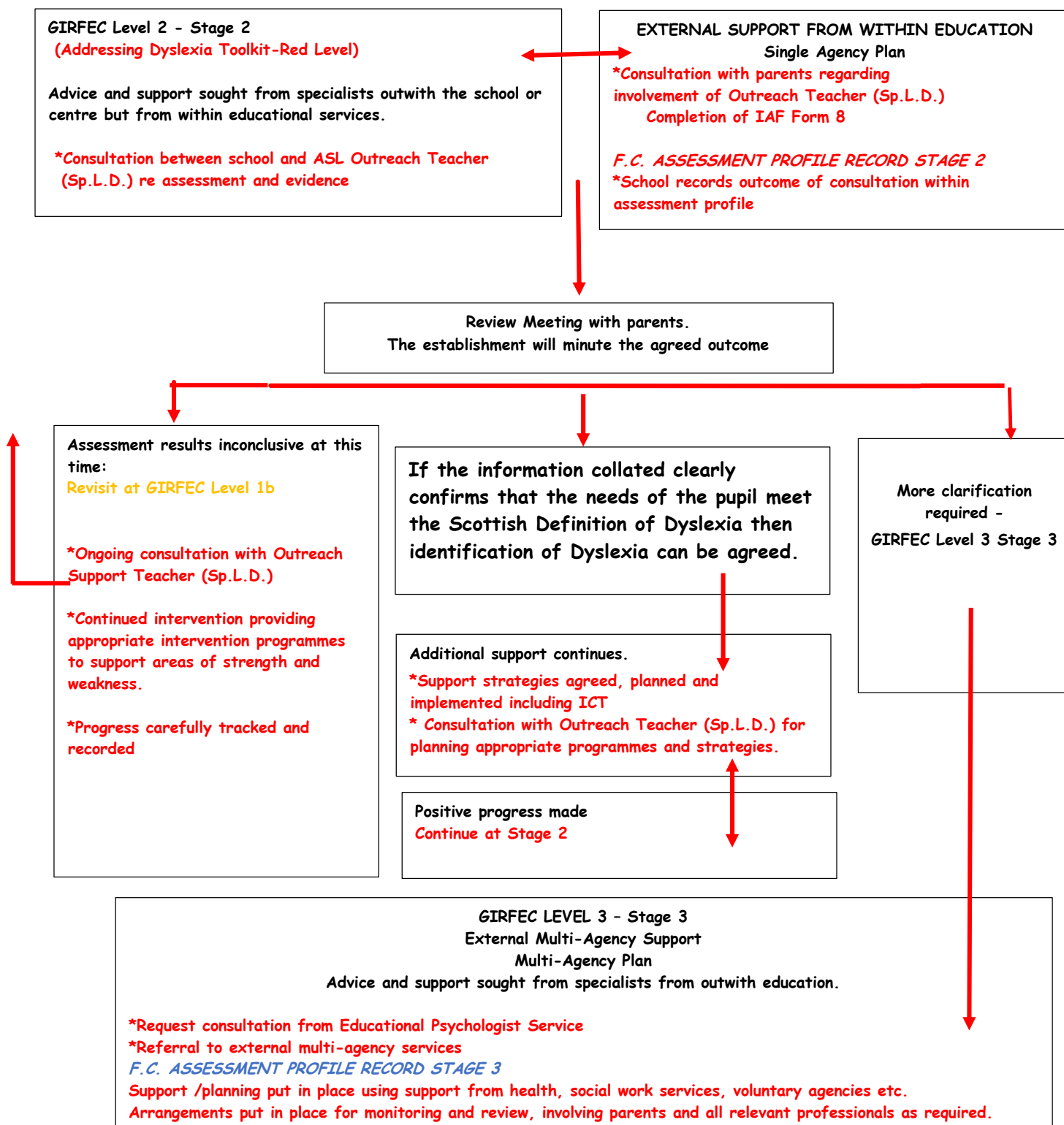
****Positive progress made.** Continue to
support and monitor within school
systems-
*Continue with F.C. Assessment Profile
Record at Stage 1.*

Appendix One, (continued)

Falkirk Council Education

GIRFEC Levels of Assessment – Dyslexia

A Holistic Approach



Appendix Two: Stage 1a/1b Assessment Paperwork

Assessment Record

Name:

DoB:

Stage:

Current School/Facility:

Date:

Main Language: English

☐

Other

☐

Stage 1a – Green Level: Class-Based Assessment and Planning

Nature of Literacy/Numeracy Difficulty

Areas of Strength

Data and Views

Using the Falkirk Green Level Observation Guide, clarify sources of information, observation, parental and pupil perspective and views, identification of strengths and development, testing results, vision and hearing checks, intervention strategies used at stage 1, collation of multiagency involvement, and any other relevant data.

Outcome

Note decision and date

☐

Progress made: Continue with Stage 1 strategies required

☐

Concerns, further assessment

Signed:

Class Teacher

Date:

Assessment Record:

Name:

School

Stage:

Date:

Stage 1b – Orange Level: Detailed Assessment:

Contextual Assessment: Supplementary Information

This form links to Addressing Dyslexia Toolkit, is compliant with assessment levels, captures key areas pertinent to literacy and language. It is designed to be updated.

Latest Standardised Assessments – Overview of Results

Schools in Falkirk use several measures to analyse literacy abilities: the Neale Analysis of Reading Ability (NARA), the York Assessment of Reading and Comprehension (YARC), the British Picture Vocabulary Scale (BPVS) and the GL Dyslexia Portfolio.

Area	Test	Date of Assessment	Age at Assessment	Standard Score	Age Equivalence
Receptive Vocabulary	BPVS		yrs m	ss.	Confidence Band: y m- y m)
Reading Accuracy	<input type="checkbox"/> NARA <input type="checkbox"/> YARC		yrs m	ss.	yrs m
Reading Comprehension	<input type="checkbox"/> NARA <input type="checkbox"/> YARC		yrs m	ss.	yrs m
CEM Tests	Chron Age: yrs m	Gen Reading: yrs m	Gen Maths: yrs m		
	Dev Ability: yrs m	Pic Vocab: yrs m	Non-verbal: yrs m		
<u>Dyslexia Portfolio</u>					
Single Word Reading	ss.		Phonological Cluster	ss.	
Single Word Spelling	ss.		Phoneme Deletion	ss.	
Processing Speed:	ss.		Nonword Reading	ss.	
Naming Speed	ss.		Working Memory:	ss.	
Reading Speed	ss.		Digits Forward:	ss.	
			Digits Backwards:	ss.	
			Writing (free Writing		

Support for Learning Teacher and Teacher Analyses

Outcome Note decision and date

☐

Assessment evidence indicates that planning should continue at Stage 1

☐

Assessment evidence indicates that consultation with Outreach Team is required:
Proceed to
Stage 2 (complete ASLOT referral form with parental signature)

Signed:

Support for Learning Teacher

Date:

Stage 2 – Consultation with Education Services Specialists

Strengths

Oral Language ☐

Non-verbal reasoning ☐

Maths ☐

Expressive Arts ☐

Difficulties

Reading

sight words ☐ decoding ☐ tracking ☐ comprehension ☐ fluency ☐

Spelling

sight words ☐ rules ☐ phonic knowledge ☐ polysyllabic ☐

Writing

formulating content ☐ punctuation ☐ sentence structure ☐

sequencing ☐ speed of writing productivity ☐ handwriting ☐

Processing

Auditory

discrimination ☐ short term memory ☐ working memory ☐

Visual

discrimination ☐ short term sequential memory ☐ tracking ☐

other ☐

phonology ☐

Parental comments

Outcome of Consultation

Agree support strategies agreed and record them in the Child or Young Person's Plan

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Further intervention required. Continue at Stage 1b |
| <input type="checkbox"/> | Responding to intervention plan. Continue at Stage 1a |
| <input type="checkbox"/> | Assessment profile indicates planning is required to support areas in addition to literacy. |
| <input type="checkbox"/> | Consult with Educational Psychology Service (Complete Form 8) |
| <input type="checkbox"/> | The child/young person fits the Scottish Government (2009) definition of Dyslexia |

Signed:

Date:

On behalf of the team Around the Child

Implications for the Child or Young Person's Plan

Specific Learning Difference Assessment Report:

Name:

School:

Stage:

Date

Stage 3 – External Multi-Agency Support

Consultation and review of assessment profile

Analysis from Educational Psychologist, and Parent and School Comments

Implications for Child or Young Person's Plan

Outcome of Consultation

Nature of Literacy Need

Persistence

Severity

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Further intervention required. Continue at Stage 1b |
| <input type="checkbox"/> | Responding to intervention plan: Continue at Stage 1a. |
| <input type="checkbox"/> | Assessment profile indicates further planning required to support areas in addition to literacy |
| <input type="checkbox"/> | The child/young person fits the Scottish Government (2009) definition of Dyslexia |

Signed:

Date:

Designation:

On behalf of the Team Around the Child

Parental comments

Appendix Four: General Guidelines

Possible Indicators of Specific Literacy Differences (Dyslexia)

The following are often observed in children experiencing specific learning differences:

- family history of similar difficulties
- interests, knowledge and vocabulary appropriate to age
- performance in reading, writing, spelling and number does not match understanding
- work rate, organisation and performance are inconsistent
- reading accuracy and fluency is slower than expected
- lack of consistency in written work with persistent spelling errors
- difficulty in word retrieval, pronouncing multi-syllabic words and sound blending
- letter and number order confusion, word omissions and substitutions
- difficulty remembering and carrying out instructions, directions and sequences (alphabet)
- handwriting and fine motor control is not automatic
- poor co-ordination and spatial awareness
- observation of withdrawal, frustration, anxiety and low self-esteem
- difficulty understanding basic number concepts and processes
- weak numerosity
- discrepancy between language and number attainment

General Strategies to consider

- acknowledge and encourage strengths and reward for effort
- group according to the requirements of the task, not at literacy level
- encourage development of positive learning strategies
- check instructions are understood
- present information in small amounts in different ways
- provide opportunities for practice, rehearsal, discussion and overlearning
- reading is appropriately supported and reading aloud is at the decision of the child.
- multi-sensory methods for learning spelling
- alphabet, numbers, key words, timetables etc. visible in classroom or on desk
- alternative ways for recording work
- use of ICT, word processing, spell checker, calculator etc.
- memory prompts for number facts, sequences and signs and symbols
- develop pupil's sense of numerosity and use concrete aids to develop underlying concepts and processes.
- pupil helped to stay positive through home-school liaison

Appendix Five: Website Information for Parents/Carers, Teachers and Pupils

www.bda-dyslexia.org.uk

www.dyslexia.com

www.dyslexiascotland.org.uk

www.dystalk.com

www.understandingdyslexia.co.uk

www.addressingdyslexia.org

[Making Sense: Education For Children and Young People with Dyslexia in Scotland, 2014](#)

www.callscotland.org.uk/home/

Inclusion: <https://education.gov.scot/scottish-education-system/Support%20for%20all>

Further contacts:

info@dyslexiascotland.org.uk

helpline@dyslexiascotland.org.uk

info@dyslexia-in-scotland.org

Dyslexia in Scotland – 01786 446650

BDA helpline – 0333 405 4567

Referenced links:

Scottish Government, 2014, <http://www.gov.scot/Topics/Education/Schools/welfare/ASL/dyslexia>

http://www.sqa.org.uk/sqa/files_ccc/AA_AssessmentArrangementsExplained.pdf

Appendix Six: Assessment Software

Examples of current assessment software:

Lucid Assessment System for Schools (LASS), a computerised assessment tool designed to identify specific learning difficulties for pupils aged 9-15 years and to highlight weaknesses in areas such as visual and auditory memory and phonological skills.

Lucid Adult Dyslexia Screening (LADS), a computerised assessment tool to aid recognition of dyslexia in students of 16 years and over. **LADS Plus** provides a further assessment module for use with a wider population such as pupils with low general ability, non-standard educational experiences and for those whose first language may not be English. LASS and LADS Plus Assessments may also be used to provide evidence supporting referral to an educational psychologist or requesting special arrangements during Scottish Qualifications Authority examinations.

Dyslexia Screener is a computer-based assessment tool aimed at pupils aged 5-16+. It can help identify pupils at risk of Dyslexia.

Hardware and Software

Through the ICT referral process appropriate hardware and software can be requested for pupils. This includes:

- **Netbook/I-pad** with a software package appropriate for the needs of the user such as a combination of the following:
- **Inspiration** – a 'mind-mapping' program
- **Text to speech programmes** which enable the user to hear written text.

Resources Available in Schools

The Information and Communications Technology Support Officer is responsible for the deployment of Information and Communications Technology in Primary Schools:

- Software including *Clicker 7*, *Clicker Paint*, *Jigworks*, *WordShark*, *NumberShark*, *Kidspiration3*, *Inspiration*
- standalone *Co:Writer*, *Pen friend*
- other assistive technology such as *WordTalk*, *Heather* (the Scottish voice), *Jarman Fonts*
- *Clicker 6 & 7*
- *Wordbar* and *Read and Write v8.1 Gold*
- other assistive technology such as *WordTalk*, *Heather* (the Scottish voice), *Jarman Fonts*