

Glasgow Dyslexia Support Service is committed to sharing knowledge and understanding, skills and abilities to clarify approaches to the learning and teaching of students with dyslexia.



'The way forward lies within inclusive school environments and training for teachers which ensures that they are equipped with the skills and knowledge to meet the needs of a broader range of learners including children and young people with dyslexia.'

Making Sense: Education for Children and Young
People with Dyslexia in Scotland. Education Scotland, 2014:6



online toolkit was developed by a national working party and continues to be updated. It aims to help and support teachers, families and learners with dyslexia



Margaret Crombie (1997): Specific learning Difficulties (Dyslexia) A Teacher's Guide

Gavin Reid & Shannon Green (2010): 100 Ideas for Supporting Pupils with Dyslexia

Barbara Pavey (2010): The Dyslexia-Friendly Primary School

#### For parents

Patience Thomson (2009): 100 Ways to get your Child to Read

Barbara Riddick (2004):
A Practical Guide for Teachers and Parents

#### Websites

www.addressingdyslexia.org
www.dyslexiascotland.org.uk
www.dyslexiaaction.org.uk
www.dyslexiasw.com



Glasgow Dyslexia Support Service

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Glasgow Dyslexia Support Service



Service Information for Teachers and Parents



"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."

(Cf E: Literacy across Learning, Principles and Practice, p.1)



GDSS is part of Glasgow City Council's Education provision. We are a team of teachers who work collaboratively with colleagues, parents and other services to provide support for young people with dyslexia.



#### Vision

To raise literacy standards within Glasgow.

#### **Values**

We value diversity and difference with the child at the centre.

#### Aims

To work in partnership to develop the learning and teaching of young people with dyslexia.



Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. 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 in areas 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.

Working definition, Dyslexia Online Toolkit

The support of young people with dyslexia is the responsibility of everyone involved.

Effective assessment and intervention is embedded within Glasgow's Staged Intervention process.



# Consultancy & Advice

## Staff Development:

- In-service
  - Workshops/training units - Presentations
  - Open Doors

  - Twilight Session

  - Parent workshops

### Partnership Working With:

- Young people 3 -18 yrs Parents/Carers
- Teachers /Students/Volunteers
- Other services
- Outside agencies Inter- authority partnerships

### **Supporting Inclusion**

- Assessment to inform next steps
- Coaching in context
- Methodology / practical strategies for the classroom
- Direct teaching
- Development of policy, practice and resources