



# Supporting Literacy Difficulties in Renfrewshire

## Frequently Asked Questions

Recent changes to the Dyslexia assessment process have brought up some questions. It is hoped the following is helpful in addressing some of these. Please speak to your link Educational Psychologist if there are further queries which this does not cover.

**When should I tell parents we are beginning the Dyslexia assessment process?**

Parents should be made aware of supports put in place to support their child with literacy and kept informed of the impact these are having. If difficulties persist, and you want to consider whether the child meets the criteria for Dyslexia, parents should be made aware of this. You should explain that all literacy supports and the response to these form part of the assessment too.

**When is 'too early' to take forward a Dyslexia assessment?**

It is important to be able to confirm whether difficulties with literacy are *severe and persistent* in order to conclude whether a pupil meets the criteria for Dyslexia. It is therefore important to give time for the acquisition of literacy skills in the early Primary stages, with targeted support where necessary. It is anticipated no conclusions would be reached until P4 at the earliest, as this gives time for a clear profile of need and response to supports to be obtained. It is important to keep evidence of work and progress made once targeted support is introduced, to help build a picture of progress from the earliest stages.

**How long should the Dyslexia assessment process take?**

There is not a set amount of time that the assessment should take. The guidance/policy document explains the type of assessment information it is helpful to gather. It is important, where interventions have been identified, that these have time to have an impact to then consider if the difficulty remains severe and persistent.

**Our EP used to sign off the completed assessments with us, who does it now?**

Most Dyslexia assessments are now completed by the school alone, without the EP being involved. This is now common practice in many local authorities across Scotland. Only cases which have a wider, more complex profile of need may involve the EP (please speak to your EP if unsure of these). The paperwork is therefore signed off by school staff. There should always be more than one person involved (perhaps Pupil Support Coordinator and class teacher/SfL

**Our locality is creating a moderation group, can we sign off paperwork as a group?**

It is important there is a consistent approach to the paperwork across Renfrewshire and so it should only be members of the pupil's school who sign off the assessment paperwork. Having a moderation group to discuss and support the assessment process itself is great though! (Just ensure you have parental consent to discuss!)

**Why does the Dyslexia Assessment paperwork sit separately to the Staged Intervention paperwork?**

The Stage 1 monitoring forms can certainly be used in the initial stages of supporting and monitoring literacy difficulties. The separate assessment paperwork is intended to support the process of assessment itself and is therefore separate.

**What resources are available to support the assessment process?**

Many schools have assessment tools already in place to support the identification of literacy difficulties, and interventions which work well within their school context. If you are unsure what resources are best for you, these are some suggested resources within the guidance/policy documents. It may also be helpful to link with colleagues within other schools to find out what they would recommend.

**Is there any correspondence for parents which can help me explain the process?**

Information for parents can be found on the REPS website <https://blogs.glowscotland.org.uk/re/renfrewshireedpsych/>