**Cairn Primary School**

**Dyslexia and Inclusive Practice**

**Position Statement Paper**

*Last Updated January 2020*

Article 28: All children have the right to a primary education and should be encouraged to reach the highest level of education of which they are capable.

Article 29: Education must develop every child’s personality, talents and abilities to the fullest.

Rationale

Every young person who displays signs of dyslexia is entitled to effective, targeted and timely support to ensure their learning needs are met.

This approach is underpinned by the Education Additional Support for Learning (Scotland) Act 2004 and the Education Additional Support for Learning (Scotland) Act 2009. Both acts provide a framework of support for children and young people who are facing barriers to learning. The principles of Curriculum for Excellence and the aims of ‘Getting it Right for Every Child’ also underpin this approach nationally.

More locally, the South Ayrshire Literacy Framework (2018) and the Revised Assessment and Intervention Guidelines for Dyslexia (2019) ensure approaches are consistent across all educational establishments in South Ayrshire and also underpin this position statement.

Aims

All staff at Cairn Primary School are dedicated to ensuring all learners, including those with dyslexia, are provided with the highest possible level of targeted support to ensure they make appropriate progress in learning alongside their peers, ensuring equity. More generally, we aim to ensure all our classrooms and areas in school are ‘dyslexia friendly’ to ensure barriers to learning are minimised as far as possible.

Our support for young people with barriers to learning, including dyslexia is based on research, current national and local educational policy and ensures that the learner remains at the heart of the learning process. Furthermore, we understand the central importance of a collaborative approach between, learners, families and professionals to identifying and supporting our young people with dyslexia.

Definition of Dyslexia

There are many definitions of dyslexia, however, for the purposes of clarity, at Cairn Primary School we use the following Scottish definition of 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. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.”

Use of the term ‘Dyslexia’

It is important to talk about ‘identification’ of dyslexia, rather than “diagnosis”, which is a medical term and should not be used as a result of educational assessment. Parents and education professionals must work with the pupil in relation to deciding whether the term dyslexia should or should not be used, following a process of staged assessment and intervention. The specific label of dyslexia is not legally required to ensure that the needs young person people are met, however, if dyslexia is identified use of the term can be helpful in ensuring appropriate arrangements are made when, for example, a young person is sitting examinations.

Assessment and identification process

Ensuring young people and families are at the centre of the assessment and identification process of dyslexia at Cairn Primary School is central to our approach. In working alongside both learners and families we will ensure a holistic assessment and identification of dyslexia where this is present.

We have developed a clear and detailed ‘dyslexia pathway checklist’ (Appendix 1) that tracks a learner’s progress towards a possible identification of dyslexia and details the roles and responsibilities within this pathway.

Furthermore, by working in partnership with professionals (School Assistants, Learning Support Teacher, Educational Psychologist etc.) as and when appropriate we can ensure that our assessment and identification of dyslexia is both robust and accurate.

Communication with parents/carers

Throughout the assessment and identification process we ensure that parents and carers are given clear information by limiting the use of acronyms and explaining any terms that may be unclear or unknown to the parent/carer.

During the assessment process standard letters will be issued to parents and carers accompanied by verbal discussion to ensure clarity. The letters are as follows:

* Letter 1 – Initial assessments (Appendix 2)
* Letter 2 – Focussed Assessment (Appendix 3)
* Letter 3 – Identification and TAC Meeting (Appendix 4).

Transition Arrangements

Ensuring learners who have begun the process of identification or have been formally identified as dyslexic continue to receive the targeted support they require is of the upmost importance to ensure learning progress and attainment is not hampered.

At Cairn Primary School we use a specific identification pathway (Appendix 1) to track progress towards identification of dyslexia. This pathway is passed on from teacher to teacher when moving from one stage to stage, from nursery to primary and from primary to secondary school.

Links with dyscalculia and dyslexia

Many learners with dyscalculia also have dyslexia. This can be due to young people having difficulties in decoding written words which 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.

Difficulty with maths may be rooted in issues with the language surrounding mathematical questions rather than with the number concepts themselves. A significant proportion of children who have dyslexia also have specific mathematical difficulties and will require supports to ensure these difficulties are overcome.