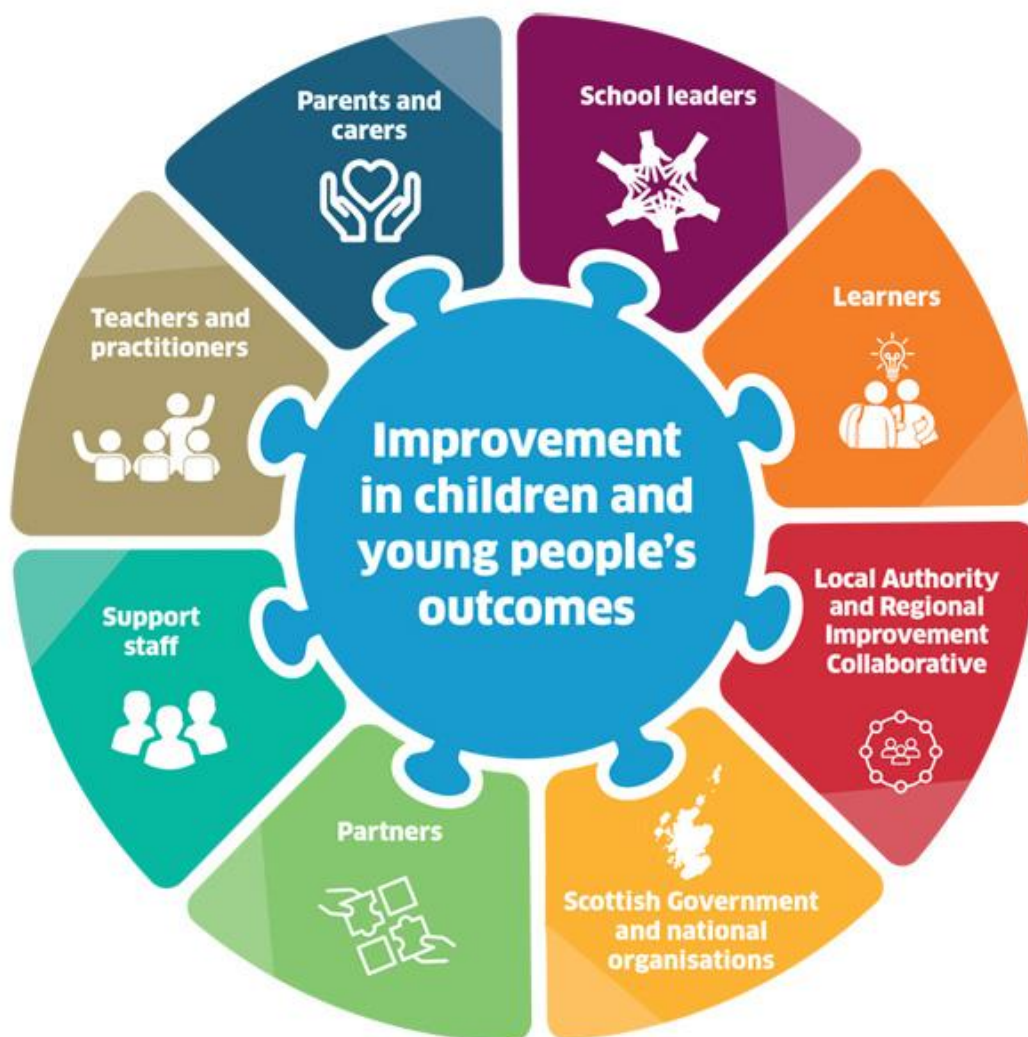


STRUTHERS PRIMARY SCHOOL



DYSLEXIA POLICY

OCTOBER 2025

DYSLEXIA POLICY



The Scottish definition of Dyslexia has been developed by the Scottish Government, Dyslexia Scotland, the Cross-Party Group on Dyslexia in the Scottish Parliament and a wide range of stakeholders. This is one of many definitions available and is recommended as helpful guidance by Education Scotland. The definition is as follows:

"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.

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*
- *number skills*
- *organisational ability*

Motor skills and co-ordination may also be affected."

RATIONALE

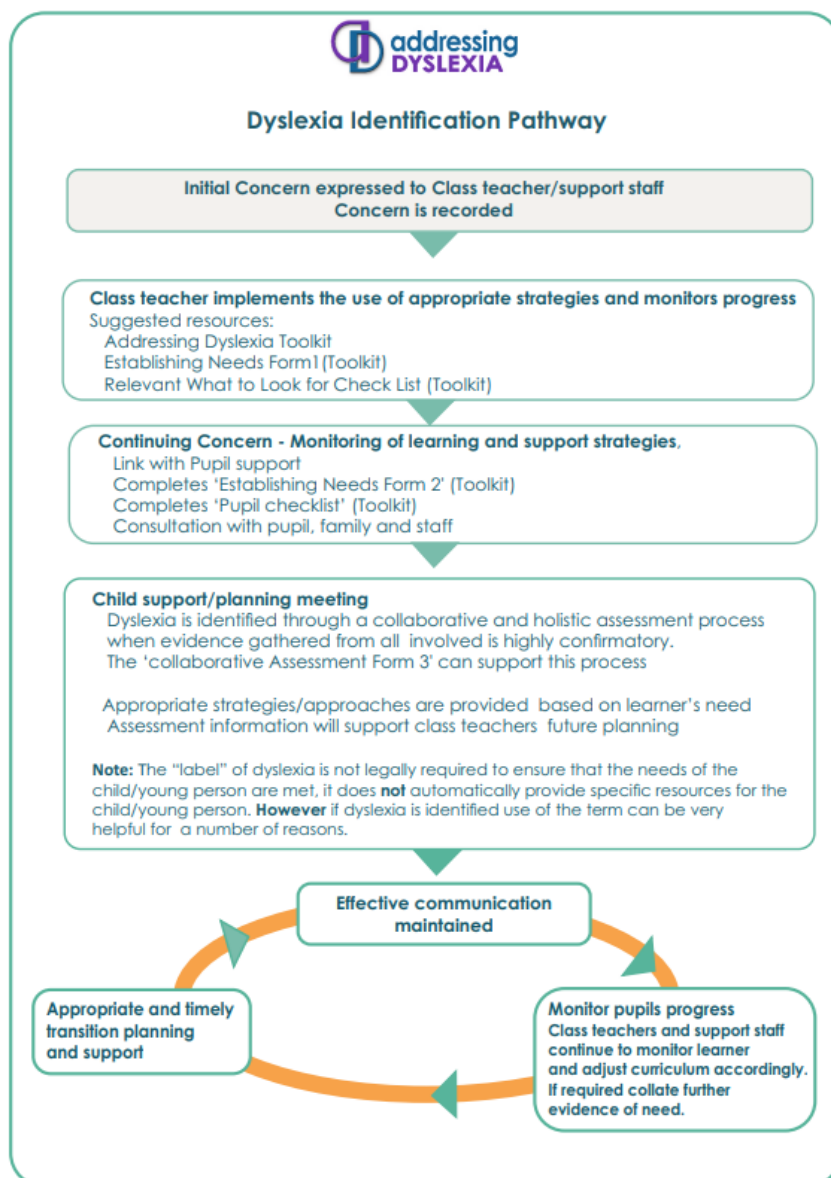
At Struthers Primary, our rationale is in accordance with the 2014 Education Scotland report, 'Making Sense: Education for Children and Young People with Dyslexia in Scotland'. We aim to facilitate and encourage:

- Early identification of children at risk of developing literacy delay or difficulty
- Effective and equitable access to planned support using staged intervention
- SMART profiling and tracking of children's literacy development
- Multi-sensory teaching approaches within dyslexia friendly learning materials and environments
- Children's resilience, empowerment and choice
- Parental engagement

A child who needs help will be given, within priorities for the school, support from appropriate adults. The support provided will be similar whether dyslexia has been identified or not. The main implication for 'identification' is at Secondary School and beyond where the Scottish Qualification Agency require solid robust evidence to approve reasonable adjustments for exams

OUR IDENTIFICATION AND INTERVENTION PROCESS

At Struthers Primary we follow the Dyslexia Identification Pathway





CONSULTATION

- Notes of concern can be raised from any stakeholder, including: parents, children, teachers and support assistants. Class Teachers would be required to fill out an [Establish Needs Form](#) 1 at this stage.
- Views from the child, their parents/carers and the class teacher will be gathered, using our Dyslexia checklists. The results will be analysed by our Pupil Support Teacher and discussed with stakeholders, leading to an initial plan of action being agreed without identification.

[All forms and checklists can be found here.](#)

- Permission for gathering a profile will always be sought from each child's family prior to the additional assessments being conducted. The results of assessment and the holistic information gathered through the checklists, information gathering, and observation will be analysed and a collaborative summary created, see below for in depth details. This summary will form the basis for a TWTF Meeting to decide on next steps, the requirement for referral and/or additional assessment and the development of targeted interventions where necessary.



ASSESSMENT

Gathering an Ecological Assessment including a dyslexic profile allows us to identify where each child's strengths and development needs are. Approved within the South Ayrshire Framework for Assessment Toolkit, this includes:

Parent/Carer Responsibilities:

- ✓ Complete the Parent Dyslexia Checklist, Sensory Audit, and Pupil Information Sheet.

Class Teacher Responsibilities:

- ✓ What to Look For Checklist
- ✓ Strengths and Difficulties Questionnaire
- ✓ Readiness for Learning Matrix
- ✓ Working Memory Checklist
- ✓ Sensory Audit
- ✓ Provide photocopies of relevant classwork examples

Pupil Support Teacher Responsibilities:

- ✓ Complete the Pupil Checklist for Dyslexia and the front page of the Ecological Overview.
- ✓ Carry out Sequencing and Word Finding assessments.
- ✓ Ensure SHANARRI Indicators are considered throughout the process.
- ✓ Use Listening and Talking and Auditory Checklists where appropriate.



Flourish



Achieve



Belong

- ✓ Administer GL Screener and GL Profile assessments collaboratively to measure:

- Phonological Awareness
- Auditory Processing
- Reading and Spelling
- Non-word Reading
- Reading and Writing Speeds
- Working Memory

Final Steps:

- ✓ Collate all evidence within the Ecological Overview.
- ✓ Once all assessments are completed, the Collaborative Summary will be finalised to inform next steps and decision-making.

Additional assessments may be used at the discretion of the Pupil Support Teacher who leads our Specific Learning Difficulties assessment programme.

In addition to the above, a Visual Stress assessment may be explored to see if there is any indication of Meares Irlen. Whilst we are mindful that visual stress **is not** a symptom of dyslexia, we are conscious that 2-15% (dependent on research and data consulted) of those who have visual stress also happen to be dyslexic. Visual Stress cannot be diagnosed by special optometrists at hospital until a child is at least 10 years old and this can lead to the misidentification of Dyslexia when a child is younger. It is South Ayrshire's recommendation that those identified with Dyslexia and subsequently diagnosed with Visual Stress should be reassessed in P7 or S1 after getting using coloured lenses (in glasses or as contact lens) consistently for a minimum of 6-12 academic months.

The assessment of Dyslexia in children and young people is a process rather than an end-product. The information provided in the assessment should support the planning for the learner's next steps and this will require monitoring due to the changes and challenges which will occur as the child grows and the curriculum develops. The Collaborative Summary will be amended by the class teacher and pupil support teacher in P7 to reflect any changes and interventions used in preparation for transition to secondary school.



ANALYSING RESULTS

At Struthers Primary we engage our parents at every step of our identification process. Throughout this process, periodic phone calls will be made to keep families informed and to offer opportunities for discussion or clarification. Together we discuss the results of each assessment using our 'What to Look For' guides. Drawing on evidence from the complete profile, we use our Record of Identification of Dyslexia and [Collaborative Summary documents](#) to evidence our collective decision. These are created by our Pupil Support Teacher and will be sent to stakeholders prior to a decision meeting. We are happy for you to involve your child in this meeting as a whole or in part. It is for parents to decide how and when the results of assessment are discussed with their child, and we are happy to facilitate this or answer any questions your child may have.



INTERVENTIONS

'Dyslexia and inclusive practice is just good learning and teaching and should be happening anyway as it will support many pupils.'

Dyslexia is a learning difference which primarily affects reading and writing skills. However, it can also impact on: Spelling, Listening and Talking, Memory, Organisation, Visual Processing, Speed and Direction. There are a variety of interventions that we use at Struthers Primary to support our learners. All the interventions are dependent on the availability of specially trained or qualified staff and the needs of the child. Regular standardised assessment will be used to identify the needs of each child. A selection of additional equipment, known to support the progress of some but not all, is available in each classroom for the use of all. This includes but is not limited to: timers, concrete materials, word mats, reading rulers etc.



NATIONAL STANDARDISED ASSESSMENTS

All of our Dyslexic learners have additional time and a reader when completing National Standardised Assessments.



COMMUNICATION

At Struthers, we value the views of all stakeholders and take these into account when we are setting, evaluating and reviewing targets for each child. We use Staged Intervention to document individualised desired outcomes, progression with interventions and support packages. Parental and pupil voices are vital throughout each learner's journey as we aim to Get it Right for Every Child.

Our Staged Intervention is shared at key points of transition, including:

- Twice throughout each session
- Class progression in August
- Transition to secondary school
- Transferring to a new school

In addition to this, a Team With The Family meeting will be arranged for all Stage 2 and above every year to ensure all information is shared and all views are current, heard and recorded. At Stage 1 a Team With The Family may be held if stakeholders feel that there is additional information or views that need to be addressed by a wider audience.

Further information can be found at:

Dyslexia Scotland

<https://www.dyslexiascotland.org.uk/>

Dyslexia Unwrapped

<https://unwrapped.dyslexiascotland.org.uk/>

