

Aberdeen City Council  
**Dyslexia Guidelines**  
**August 2021**



## **Contents**

<b>Section 1</b>	The Education (Additional Support for Learning) (Scotland) 2004 (as amended) and the United Nations Convention on the Rights of the Child
<b>Section 2</b>	Definitions of Dyslexia
<b>Section 3</b>	Profile of Strengths
<b>Section 4</b>	When should we use the term Dyslexia?
<b>Section 5</b>	Factors other than Dyslexia which can contribute to Literacy Difficulties
<b>Section 6</b>	The Importance of Early Experiences
<b>Section 7</b>	Staged Intervention
<b>Section 8</b>	Use of Technology to Support All Learners
<b>Section 9</b>	Assessment Arrangements
<b>Section 10</b>	Transitions
<b>Appendix A</b>	Universal Resources
<b>Appendix B</b>	'Dyslexic-Type Tendencies' – What Does It Actually Mean?

*These guidelines are available as a narrated PowerPoint and Video*

## **Section 1 – The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)**

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out the rights of children, young people and parents within the system. The Act has been subsequently amended by the Education (Additional Support for Learning) (Scotland) Act 2009, the Children and Young People (Scotland) Act 2014, and the Education (Scotland) Act 2016.

All children and young people should have the opportunity to make their views known about decisions which affect them. They should have the opportunity to express their opinions and have these opinions taken seriously. Parents must also be encouraged and have the opportunity to be fully involved in discussions and decisions about their children's learning. Professionals need to involve parents and take account of their views on their child's development and education at the earliest opportunity. Partnership with parents is, therefore, central to ensuring that children with additional support needs benefit fully from school education.

Further information is provided in chapter 7 of the Supporting Children's Learning Code of Practice, which considers working with children and families.

The education authority must also take account of any relevant advice and information provided to them by parents on behalf of their child, by the child or the young person. For example, if the parents have privately commissioned an assessment or report on the child or young person, or the child or young person has commissioned the report, then the authority must take that report or advice into consideration if asked to do so.

More information is available via the Supporting Children's Learning: [Statutory Guidance on the Education \(Additional Support for Learning\) Scotland Act 2004 \(as amended\) Code of Practice \(Third Edition\) 2017](#).

## **United Nations Convention on the Rights of the Child**

The United Nations Convention on the Rights of the Child (UNCRC) outlines a child's right to protection, provision and participation. Articles 28 and 29 detail their right to an education that develops their individual personality, talents, and abilities to the full. Articles 12 and 13 outline a child/young person's right to be heard and have a say in decisions being taken that affect them. This should not be exclusive to only verbal communication.

## **Section 2 – Definitions of Dyslexia**

### **The Scottish Government Working Definition of Dyslexia**

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persists 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:

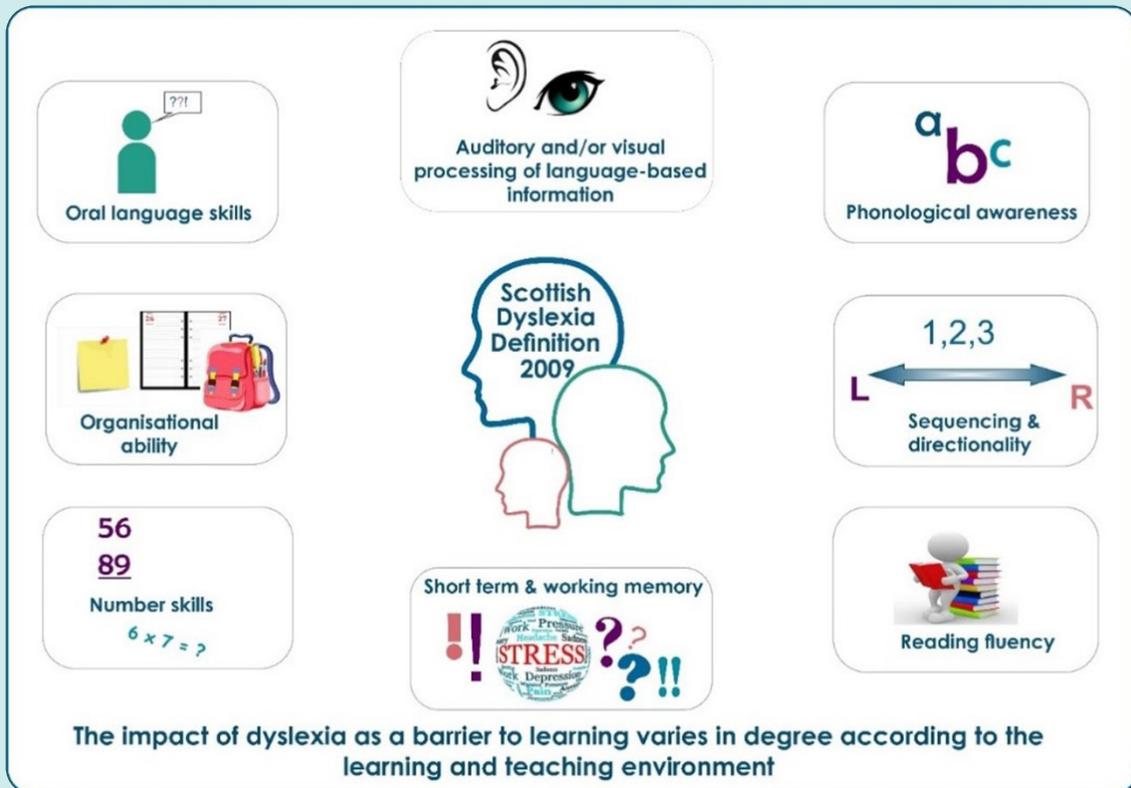
- **auditory and/or visual processing of language-based information**
- **phonological awareness**
- **oral language skills and reading fluency**
- **short-term and working memory**
- **sequencing and directionality**
- **number skills**
- **organisational ability**

Motor skills and co-ordination may also be affected.

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 is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.

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.



At all stages, dyslexia is on a continuum varying from mild to severe, with a range of strengths and difficulties and, according to the nature of the activity undertaken, the learning environment and any coping strategies and supports in place. As a result, every individual with dyslexia will differ in the range of factors that are affected and in the level of severity experienced. The films in the [Addressing Dyslexia Toolkit](#) provide exemplification.

### **British Psychological Society Working Definition (2005)**

‘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). *Dyslexia, Literacy and Psychological Assessment: Report by the Working Party of the Division of Educational and Child Psychology of the British Psychological Society*. BPS: Leicester.

## Section 3 – Profile of Strengths

As dyslexia is best thought of as a continuum, not all individuals with dyslexia will present the same way. They may experience strengths and difficulties in several different domains to a greater or lesser extent. It is important to note that the difficulties experienced by individuals with dyslexia are often balanced with particular strengths.

The diagram below provides some examples of the strengths associated with dyslexia:



## Section 4 – When Should we use the Term Dyslexia?

'The term 'dyslexia' is used once it has been established that the difficulties are likely to be ongoing and persistent, and the child or young person is likely to need ongoing support.' (Addressing Dyslexia Toolkit Parental FAQs, 2020).

It is important to talk about the identification of dyslexia, rather than 'diagnosis', which is a medical term and should not be used as a result of educational assessment. Following a process of staged assessment and intervention, parents and education professionals must work with the learner in relation to deciding whether the term dyslexia should or should not be used. Individual circumstances should be taken into account when making this decision. It is important to discuss the issues surrounding the use of the term dyslexia privately with parents and the child to establish if, and when, they wish the term to be used (e.g. privately versus publicly), and if the use of the term would help them/others better understand the learner's strengths and difficulties. For example, many learners who identify as dyslexic prefer to use and share the 'label' as it counters any misconceptions of laziness or low cognitive ability. In effect, the label can stop learners blaming themselves, increase understanding and can help them to view themselves more positively.

"All dyslexics are individuals, and we are not all the same. You can have a dyslexic that is really good at reading or really good at spelling. You can have someone who is also very good at being organised and being coordinated. It really depends on the person and what they are struggling with."

[Dyslexia Scotland Young Ambassador]

"Dyslexia doesn't have to be a problem. It does not have to be a problem in the classroom. It does not have to be a problem for the dyslexic. It is all about using your dyslexia to boost what you already have and are doing in the class anyway."

[Dyslexia Scotland Young Ambassador]

## **Section 5 – Factors Other Than Dyslexia Which Can Contribute to Literacy Difficulties**

It is important to note that not all literacy difficulties are due to the individual having dyslexia. Literacy difficulties may arise from other factors and these should be taken into consideration as part of the assessment process. These include:

- **Visual impairment(s)**
- **Visual processing difficulties (including visual stress)**
- **Hearing loss**
- **Factors in early childhood which influence how a child adapts and responds to the learning environment**
- **Gaps in education (e.g. missing out on being taught phonological awareness, phonics or vocabulary assimilation)**
- **Speech and Language difficulties**
- **English as an Additional Language (e.g. the relationship between sounds and symbols are markedly different in alphabetic script compared to logographic script; absence of the letter *k* in Italian, different pronunciation of *ch* in French vs English, similarity of *i* in French to *e* in English, and, seemingly, regional / national differences in pronunciation of *x* in Spanish.)**
- **Social factors (e.g. lack of exposure to print, low value placed on literacy in the family home)**
- **Cultural factors (e.g. oral traditions are much stronger than written ones in Gypsy/Traveller cultures)**

The 'Other Factors to Consider' section of the Addressing Dyslexia Toolkit provides further exemplification of these areas.

## Section 6 – The Importance of Early Experiences

It is important to acknowledge that children come into school with a wide range of levels and security of literacy, language and communication skills – some of which may be due to previous learning experiences, but much is related to normal (biological) variation in development. Therefore, taking a developmental approach to literacy supports practitioners to identify the strengths and gaps of each learner within these key skill areas as well as providing planning support to address the identified skill gaps.

As outlined within the Emerging Literacy research, there are five broad skill areas that contribute to children’s success in literacy, language and communication. These are:

- **concepts of print**
- **oral language**
- **pencil control and pre-handwriting**
- **phonological awareness**
- **working memory and executive function**

Some children beyond Primary 1 may have gaps in these foundational literacy skills which can impact on their literacy, language and communication development. It is important to take a developmental approach to match teaching and learning to the child’s stage of development, however it may also be appropriate to consider more targeted support if literacy difficulties appear more persistent.

“My actual experiences at school have been phenomenal because the school knew about it right away. There was never an issue, they got all the help in the infant stage from the start.”

[Parent of a PI learner]

[Highland Literacy](#) and [Bumps to Bairns](#) provide more information.

## **Section 7 – Staged Intervention**

Assessment is a continuous, integral part of the learning and teaching process, and should be regarded as a way of identifying strategies to promote effective learning, not merely as a tool to identify deficits. The [Statutory Guidance on the Education \(Additional Support for Learning\) Scotland Act 2004 \(as amended\) Code of Practice](#) states the purpose of assessment is “to help identify the actions required to maximise development and learning”.

Identifying and assessing dyslexia is an ongoing process of information gathering over a period of time rather than a single test carried out on one occasion. This approach to assessment is referred to as holistic: it accounts for all aspects of the child’s / young person’s learning in the context of their wider world. The [Aberdeen City Learning, Teaching and Assessment Standard \(2020\)](#) provides detail and exemplification to promote quality and consistency.

Holistic assessment often requires collaboration and a sharing of professional knowledge and expertise in order to effectively meet an individual’s needs and promote successful learning. In all cases, professionals, parents/carers and the child work together – as the Team Around the Child – to support the child’s wellbeing. This process sits central to Getting it Right for Every Child (GIRFEC) and is supported through Aberdeen City’s staged intervention procedures. Staged intervention is based on the notion of meeting need locally at the lowest possible level for the purpose of fully including learners in the life of their local, mainstream school.

The GIRFEC questions help make sense of concerns through the lens of the child's unique context:

- 1. What is getting in the way of this child's wellbeing?**
- 2. Do we have all the information we need to help this child?**
- 3. What can we do now to help this child?**
- 4. What can my service do to help this child?**
- 5. What additional help, if any, may be needed from others?**

The [Aberdeen City Education Service Staged Intervention Framework](#) follows a three-stage model, which mirrors GIRFEC and the personalised support model outlined in Education Scotland's [How Good Is Our School? \(4th Edition\)](#):

- **Universal**
- **Targeted**
- **Specialist**

## **Universal**

Universal support is founded upon reasonable adjustments to ensure all children/young people have equal opportunities to access learning and a curriculum that is suited to their needs. Most learners' needs are met at universal level. Class/Subject Teachers and Learner Support Assistants (PSAs) are usually the first to identify if a learner is experiencing difficulty, although sometimes it can be a parent/carer who first expresses concern. Initially, a response to a concern would be class teacher-led with informal support from Support for Learning/Guidance/Learner Support if appropriate.

Information should be gathered about the learner, including:

- **Attendance**
- **Engagement patterns**
- **Health/Medical needs (such as eyesight, hearing, fine/gross motor skills etc.)**
- **Learning history**
- **Oral skills**
- **Other issues that may be impacting on the learner's literacy development (e.g. speech & language difficulties, English as an additional language etc.)**
- **Preferred learning style (consider the links to teaching style)**
- **Relationships and demeanour**
- **Strengths and difficulties**
- **Wider environmental factors**

Assessment methods – making sense of the information – include:

- **Discussion with parents**
- **Discussion with learner**
- **Observation of learner in class to see how he or she responds to learning and teaching processes, the classroom layout, the resources being used, and the impact existing adjustments have (such as technology, chunking, rest-breaks etc.)**
- **Profile of strengths (see section 3)**
- **Sampling learner’s written work (e.g. comparison of pieces of reading comprehension and extended writing using different strategies – i.e. Independent, Digital, Reader, Scribe)**
- **Use of the Dyslexia Toolkit’s [Identification Pathway](#)**

“My oldest daughter said that just knowing someone is there that understands dyslexia is what I need.”

[Parent of S2 learner]

Provision of support and advice is available from The Educational Psychology Service at universal level through the Early Intervention Consultation process. Involvement is focused on supporting school staff in planning problem-solving strategies to support casework (verbal parental consent required). At this stage the learner is not formally known to the Educational Psychology Service. Schools can also request an Early Intervention Consultation for more general advice and guidance at the classroom or whole school level in order to build capacity in the school to meet the needs of learners. Other sources of professional learning for class teachers are available via the education service and partner providers.

A Personalised Learning Plan (PLP) may be used to capture identified learning and teaching strategies that support the individual learner. This should be reviewed regularly to ensure adjustments and interventions continue to meet their needs. This approach to tracking and monitoring reinforces the role of assessment as an ongoing process of information gathering over a period of time.

Where possible, technology should be used to increase accessibility and maintain learner independence. More information is provided in Section 8. Adapted formats (such as books with increased line or word spacing) may also support accessibility and banks of resources are available from digital libraries such as [www.seeingear.org](http://www.seeingear.org) and [Books for All](#).

## **Targeted**

If concerns persist, further formal consultations and collaboration between class teachers and colleagues across the school (for example, Guidance, Learner Support, or Support for Learning) can take place regularly to meet the learner's needs.

Bespoke, summative assessments may be carried out to provide more information e.g. analysis of reading/ spelling ages or pattern of errors, screening software (including observations on affective factors such as motivation, anxiety and how the child approached the assessment). These types of assessment should, however, only be regarded as one small part of a more holistic view of the learner. Single tests provide a snapshot of a child/ young person and their performance on that particular day. Ongoing, holistic assessment will continue to inform the intervention plan for a child/young person.

If it is felt by the learner, parent/carer and school staff that it would be helpful to consult with the Educational Psychology Service in order to support the assessment and intervention planning process, the school must first request an Early Intervention Consultation (verbal parental consent required). At this stage the learner is not formally known to the service. If, following this consultation, a role for the Educational Psychology Service is identified, written parental consent is required. Involvement of the Educational Psychology Service at a more formal level will involve a consultation meeting whereby all relevant professionals, parents/carers and the learner will engage in a collaborative discussion and plan actions and strategies to meet the learner's needs.

Aberdeen City Council's Dyslexia Outreach Service (comprising of a small team of teachers and PSAs) provides support to primary schools with regards to getting it right for learners. A central aim of the Service is to increase staff competence and confidence in monitoring, identifying and supporting learners with dyslexia in their own settings. This may involve:

- **providing specific professional learning for school staff e.g. gathering and making sense of assessment information; specific interventions; target setting and intervention monitoring.**
- **consultation with school staff, parents and/or learners to ensure the most appropriate reasonable adjustments and interventions are utilised.**
- **modelling of best learning and teaching practice following the 'I do, We do, You do' principle of collegiate working.**

The Dyslexia Outreach Service may undertake a period of direct work with a learner, but the focus of this will be modelling practice so school staff can maintain continuity of support for the learner. Where there is an identified role and need, schools – in conjunction with parent(s)/carer(s) and learners – can make a request for Dyslexia Outreach Service assistance (see below). Similar to the Educational Psychology Service, schools can liaise with the Dyslexia Outreach Service informally about non-learner-specific advice and guidance.

Holistic identification and assessment may identify the need for a bespoke, targeted piece of group or individual work with the learner. Where possible, this will be delivered in the child's class by the class teacher, a learner support assistant, and/or a support for learning teacher working cooperatively. Such interventions will be specific, have identified outcomes, time-limited, and reviewed on a regular basis.

An Individualised Education Programme (IEP) should be constructed where holistic assessment identifies curriculum adaptation and/or input from several school staff (or other professionals) is required to meet a child/young person's needs. If everyone in the Team Around the Child agrees that an IEP is appropriate, it will outline SMART targets, which will be decided in conjunction with the child/young person and their parents

## **Specialist**

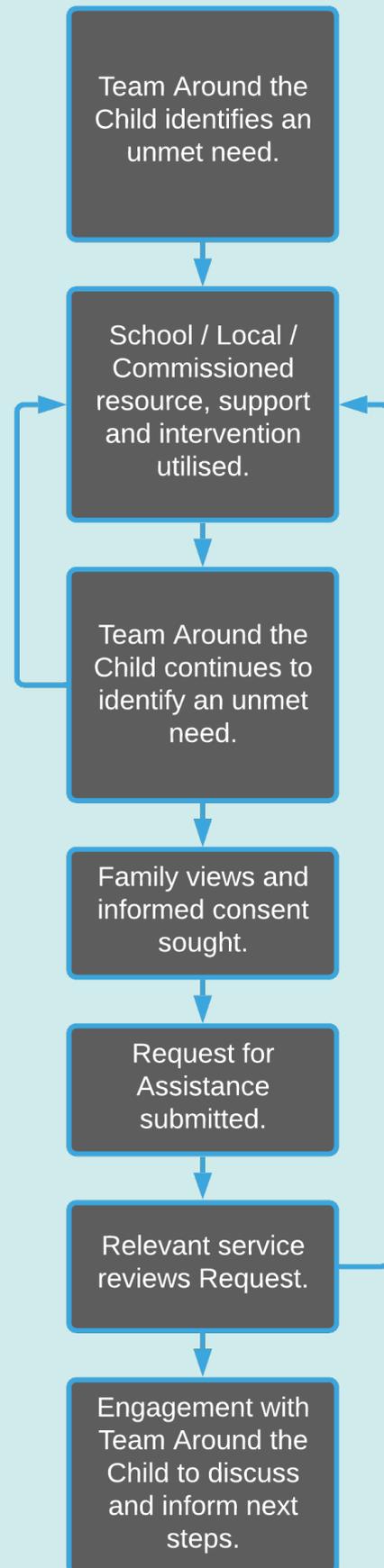
An intervention at specialist level will require a significant degree of coordination and it will likely involve a multi-agency response in order to meet the child's needs. The GIRFEC questions will support the use of assessment information to identify specific, unmet needs that cannot be met at universal or targeted levels and any potential role of multi-agency partners e.g. social work, NHS Grampian, Educational Psychology Service, 3rd Sector partners etc. A Child's Plan will likely be required to coordinate, track and monitor the work of the Team Around the Child. Similarly, consideration should be given to the criteria associated with a Coordinated Support Plan (CSP). The Lead Professional will assume the coordinator's role.

## Request for Assistance

The term 'Request for Assistance' is used to describe the process of a Team Around the Child seeking support from a partner service/ organisation. In keeping with the principles of Getting it Right for Every Child (GIRFEC), the foundation of request for assistance is partnership working to overcome barriers to wellbeing. This process forms a key part of staged intervention and is summarised as follows:

Requests are reviewed by staff from the relevant service and feedback about next steps is provided to the Team Around the Child.

More information about the Dyslexia Outreach Service can be found via their [website](#).



## **Section 8 – Use of Technology to Support All Learners**

Technology can provide a significant deal of accessibility support whilst allowing the learner to maintain their independence. Smartphones, tablets, laptops, and desktops all have in-built accessibility features that can support reading, writing, and computer-based research. Although features vary device-to-device based on the operating system, most provide access to:

- **Audio description;**
- **Colour filters;**
- **Contrast adjuster;**
- **Immersive reading;**
- **Speech to Text (dictation);**
- **Text magnifier;**
- **Text to Speech (narration or ‘talk aloud’);**
- **Whole-screen zoom.**

All learners and staff in Aberdeen City have access to [TextHelp’s Read&Write](#) toolbar. This works across all Google Suite for Education applications including Google Chrome and includes other plug-ins such as [WriQ](#) (supporting achievement and development in writing) and [SquatIO](#) (creating digital mathematical/scientific formulae and equations). All learners and staff are issued with a user account (gw...@ab-ed.org), which provides access to these tools and more.

The [Digital Hub](#) contains resources for learners, families and professional learning links to which Aberdeen City education staff have access. Several staff across the service have already accessed the Certified Google Educator programme – at both Level 1 and 2 – and their expertise is used to support professional learning, proficiency and confidence in the use of these tools.

The Quality Improvement Officer (Digital) is the lead for digital learning, teaching and assessment. This service provides an updated approach to the service formerly provided by Technological Assessment & Support Service for Children & the Curriculum (TASSCC) in recognition of the considerable advances made in this regard. The QIO (Digital) has responsibility for the strategy associated with digital learning, teaching and assessment, and the use of digital innovations to improve accessibility for all. This role includes making recommendations to schools about the most appropriate software and applications to use. Schools can seek such support by requesting assistance from the QIO (digital). Part of the role will involve maintaining oversight of national best practice and liaising with services such as Communication, Accessibility, Literacy and Learning (CALL) Scotland.

**CALL Scotland** – an accessibility service based at the University of Edinburgh – recommend a range of **applications (apps)** to support curriculum accessibility. In addition, they offer a **variety of services** for learners, families and staff. They provide a number of other services under different banners:

- **Alternative and Augmentative Communication (AAC) Scotland – alternatives to verbal communication;**
- **Adapted Digital Assessments (ADA) Scotland – see Section 9 on Assessment Arrangements;**
- **Books for All – access to educational textbooks and texts in accessible formats;**
- **Scottish Voice – access to various Scottish text-speech voice samples;**
- **Symbols for All – access to inclusive visual (such as Picture Communication Exchange System (PECS) resources).**

## **Section 9 – Assessment Arrangements**

Assessment arrangements are designed to provide learners identified with additional support needs and/or a disability with appropriate opportunities to access assessment materials without compromising the integrity of the assessment. Assessment arrangements in formal assessment situations will:

- **Replicate those used by the learner on a day-to-day basis;**
- **Increase accessibility to facilitate equal opportunity to demonstrate attainment;**
- **Continue to promote independence in learning as far as possible e.g. a digital/ screen reader will be used in lieu of a human reader.**

### **Scottish National Standardised Assessment (SNSA)**

If used as part of accessibility-widening strategies for day-to-day learning, teaching and assessment, learners with an identified additional support need (including English as an additional language) should have access to the same support when undertaking SNSA. This may include the use of:

- **calculators for individuals who require additional support**
- **bilingual dictionaries to individuals with English as an additional language**
- **computer readers or assistive technology**
- **human reading support or support for completing the assessments (preferably from someone who the child or young person is familiar with)**
- **adjusted timings/breaks to suit the individual needs of children**

More information is available from the [SNSA website](#) (login required).

## **Scottish Qualifications Authority (SQA) Assessments and Examinations**

SQA assessment arrangements are underpinned by four principles:

- Principle 1:** Assessment arrangements are intended to enable candidates to demonstrate their attainment, not to compensate for lack of attainment.
- Principle 2:** Assessment arrangement must not compromise the integrity of the qualification.
- Principle 3:** Assessment arrangements must be tailored to meet a candidate's individual needs.
- Principle 4:** Assessment arrangements should reflect, as far as possible, the candidate's normal way of learning and producing work.

SQA Centres (e.g. all Aberdeen City Secondary Schools) are responsible for adhering to the requisite and stipulated procedures and [quality assurance arrangements](#). Centres must have evidence to support the use of all assessment arrangements, and this is gathered on a candidate-by-candidate, subject-by-subject basis. Evidence is retained by centres as it may be subject to audit and external scrutiny. Arrangements are communicated to SQA by centres on a diet-by-diet (annual) basis using agreed channels e.g. the Assessment Arrangements Request (AAR) system. A calendar of key dates is published annually and Centres plan activity around this.

The SQA's [Information for Centres](#) outlines the full range of assessment arrangements available to candidates, although it is important to note the arrangements in place must result in an evidenced impact on the learner's accessibility. SQA's [Assessment Arrangements](#) page includes access to a variety of resources, including digital versions of past papers and answer books. [Adapted Digital Assessments \(ADA\) Scotland](#) provide additional digital assessment resources.

## **Section 10 – Transitions**

School transitions are likely to be pivotal to the development of children and young people. With transition comes new emotions, different learning environments and fresh social opportunities. For our learners with an identification of dyslexia, transition can be an anxious time and the quality of these points in a learner's education depends greatly on how those working closely with them understand their needs.

### **Statutory Guidance**

Statutory guidance on school transitions for children and young people with additional support needs is stipulated in the Education (Additional Support for Learning) (Scotland) Act 2004. The Act requires that local authorities take account of the views held by other agencies and partners and begin transition planning for children and young people at least 12 months beforehand (e.g. transition planning should take place 12+ months before a child advances from primary to secondary school). In some instances, it will be beneficial to begin this process earlier than 12 months before the expected transition. This will allow the appropriate individuals involved to account for adaptations in planning and this should help reduce potential difficulties regarding transition timings/arrangements. Likewise, when young people are transitioning to post-school placements, it is advisable that a plan for transition is in place earlier than is required by the Act. Some post-school transition plans may even begin during the early years of secondary school.

The local authority will take account of learners with additional support needs on an individual basis and consider the transitional duties that apply. Transitional duties are most likely to apply to learners who:

- **currently attend a special school, special placement or enhanced provision;**
- **have a co-ordinated support plan;**
- **have additional support needs arising from a disability (as defined by the Equality Act 2010); and/or**
- **are at risk of not making a successful transition (e.g. social, emotional and wellbeing concerns).**

## **Information Sharing**

Schools within the local authority will collaborate to ensure that dyslexic learners have the necessary supports in place to meet their needs when they make a transition between settings. As emphasised above, such arrangements are lawfully required for learners whose dyslexia is considered to be a significant barrier to their learning. Schools should endeavour to ensure that the following 'good practice' procedures (or similar) are actioned prior to transition:

## **Review Meetings**

Schools should organise annual review meetings with the learner, parents/carers and other professionals (where appropriate) to forward plan for an impending school transition. Understandably, these meetings should be celebratory to recognise a learner advancing through their academic career. However, within this positive setting it is vitally important that the professionals from the receiving school gather any assessment/intervention information from the learner's current school and enquire about any assessment/intervention sought privately by parents/carers. This will allow the receiving school to gather information ensuring a rich and holistic view of the learner has been sought. Review meetings are also an opportune time for the voice of the learner and parent/carers to be heard regarding transition and support(s). These meetings can take place in person or virtually via Microsoft Teams/Google Meet.

## School to School

A key member of staff from the receiving school (e.g., Principal Teacher of Support for Learning; Principal Teacher of Guidance/Learner Support) should liaise with a learner's current school. These meetings will ensure the sharing of class-based information, records and knowledge of the individual learner. Where possible, it would be beneficial for a key member of staff from the receiving school to conduct an in-person visit to the learner's current provision to meet them and explore the current methodologies and resources used to aid their learning. This will also provide a key member of staff from the receiving school to reassure the learner and provide information on what the supports will look like in their new provision. Furthermore, any relevant documentation regarding the learner should be made available to the identified key member of staff of the receiving school. Relevant information may include:

- **An Individual Education Plan (IEP), Co-ordinated Support Plan and/or a Child's Plan;**
- **Historical and recent assessment information (e.g. dyslexia screeners, standardised test scores, Curriculum for Excellence Achievement of a Level data);**
- **Referrals or reports from outside agencies; and/or**
- **Professional judgement of teachers**

## **Parents/Carers**

The Scottish Schools (Parental Involvement) Act 2006 recognises that parents, carers and families are the most influential factor in the lives of children and young people. Strong home-school partnerships can help promote positive engagement and learning. It is therefore important for schools to foster positive relationships with parents/carers and openly encourage them to share their perspectives. By building positive working relationships with parents/carers, schools can adapt their practice to meet the needs of individual learners as and when they change. As parents/carers are their child's first and ongoing educators it is vital that they receive the information and support necessary to assist in the development of their child's learning. It is, therefore, important that parents/carers are aware of who the identified key staff member(s) are and how they can be contacted to share their views.

## **Appendix A – Universal Resources**

### **Accessibility**

British Dyslexia Association (2018): Dyslexia Style Guide

SEND Success (2018) – Dyslexia Friendly School Checklist

TES (2017) – 10 Easy Steps to Make Your Classroom Dyslexia-Friendly

### **Identifying Dyslexia**

Addressing Dyslexia – What to Look For Checklist (CfE 1st and 2nd Level)

Addressing Dyslexia – What to Look For Checklist (CfE 3rd and 4th Levels; Senior Phase)

Dyslexia Scotland (2018) – Checklist and Indicators

Dyslexia Scotland – Identification Pathway

## **Professional Learning and Information**

Aberdeen City Council Children and Family Services' Inclusive Practices Professional Learning Sway

Aberdeen City Dyslexia Outreach Service Website

Addressing Dyslexia (2020) – Reading Circle: Supporting the Acquisition of Reading Skills

Dyslexia Scotland – Information Leaflets

GTCS (2020) – Meeting the Needs of Dyslexia Learners

GTCS (2020) – Understanding Neurodiversity in the Contexts of Equality and Inclusive Practice

South Ayrshire Council – Changing Whole School Perceptions of Dyslexia

## **Useful Phone Numbers**

British Dyslexia Association – 0333 405 4567

Dyslexia Scotland – 0344 800 8484

## **Appendix B – ‘Dyslexic-Type Tendencies’ – What Does It Actually Mean?**

The following is lifted from the [Addressing Dyslexia Parents’ FAQs](#):

### **Question**

After assessment, I was told that my child has **“dyslexic-type tendencies”**.

What does this mean? Are they dyslexic or not?

### **Answer**

The terms used around the subject of dyslexia are continually changing! Where it previously might have been acceptable to use this terminology in the past, the use of terms such as ‘tendencies’ or ‘signs’ or ‘dyslexic-type’ which can be potentially confusing for learners and parents, are not generally used. **The Scottish Government definition should allow for a learner either being dyslexic or not.** To what extent will vary along the continuum, so we are generally now more specific and say what the difficulties are, and if they are severe or mild.

It is important that areas of difficulty have been identified and are being addressed. Areas of strength will also have been identified and these will be developed to help overcome any difficulties. Support is not about a medical diagnosis or label, but it may be important to your child to know. If you have any doubts or concerns about the results of assessment you can request a meeting at your child’s school to discuss the matter in more detail.



