

DYSLEXIA PRESENTATION: PARENT COUNCIL CHAIRS

**Tim Glockling
Michelle Bradley
Educational Psychology Service
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AGENDA

- What is dyslexia?
- The SBC Dyslexia policy
- Assessment and support for learners
- Policy Implementation
- Resources and materials for parents/carers
- Questions?



WHAT IS DYSLEXIA?



[See dyslexia differently - Bing video](#) (3 min)

WHAT IS DYSLEXIA?

- There is no statutory definition
- SBC and its Dyslexia Policy has adopted
The Scottish Government's definition of dyslexia:
(<http://www.addressingdyslexia.org>)

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.”

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.”

IMPLICATIONS OF THIS DEFINITION

- Dyslexia **does not** refer to a distinctive pattern of literacy difficulties which is clearly different to other literacy difficulties
- Dyslexia refers to those learners whose literacy difficulties persist... despite appropriate teaching and support
- A single “one-off” test does not provide enough information to allow identification of dyslexia.
- Identification of dyslexia requires assessment through teaching, over time.
- Early identification of literacy difficulties, and provision of suitable support, is critical.



THE SBC DYSLEXIA POLICY

- Current policy was adopted by council in Oct 2018
- The purpose is to provide staff in all SBC schools with clear advice on how to:
 - define and identify dyslexia
 - assess and support literacy difficulties and dyslexia
 - ensure consistency of practice across all SBC schools in effectively supporting pupils with literacy difficulties and dyslexia
- The policy provides detailed guidance for teachers on approaches to assessment and on well-evidenced approaches to intervention.



HOW DYSLEXIA POLICY FITS WITH THE SBC LITERACY STRATEGY

- Support for pupils with literacy difficulties and dyslexia takes place within the wider context of SBC's Literacy Strategy
- The Literacy Strategy focuses on maximising the development of literacy skills for ALL pupils
- It is the responsibility of ALL education staff to support children who are experiencing literacy difficulties
- The Policy presumes that effective support for children with literacy difficulties is grounded in effective classroom teaching and effective class teacher assessment



RESOURCES FOR PARENTS

- ➡ SBC's Supporting Pupils with Literacy Difficulties: A Guide for Parents and Carers (leaflet)

www.scotborders.gov.uk/downloads/file/7048/literacy_difficulties

- ➡ SBC's Dyslexia: Information for Parents and Carers (brochure)

www.scotborders.gov.uk/downloads/file/7507/dyslexia

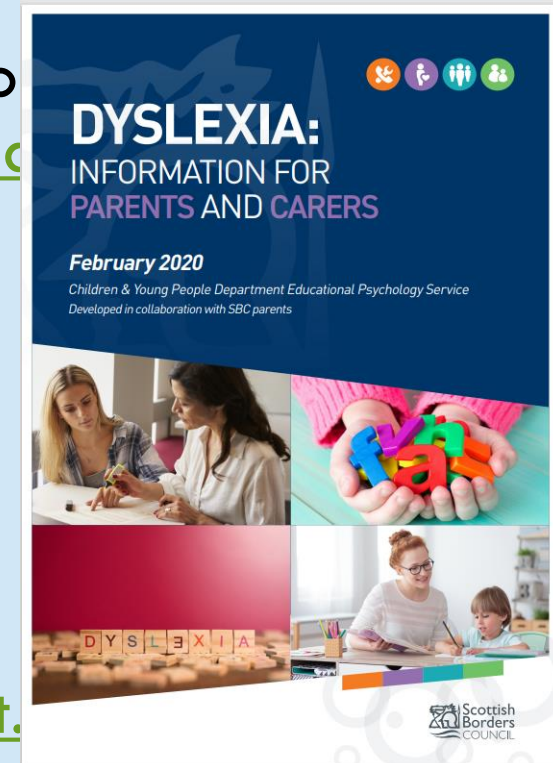
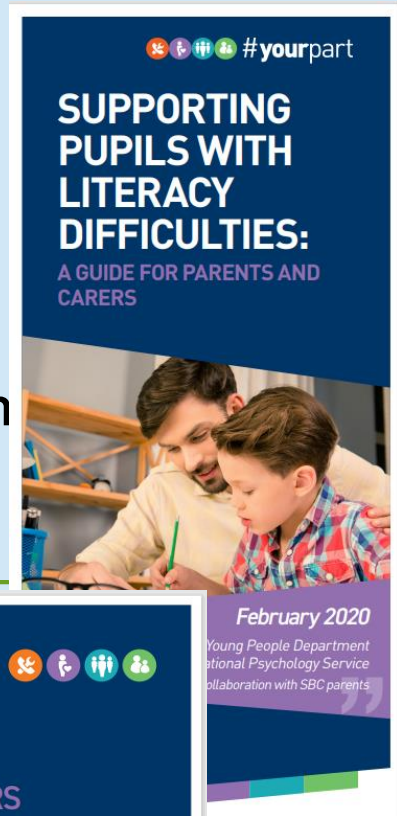
- ➡ Parent Zone

<https://education.gov.scot/parentzone/>

- ➡ Listening Books

www.listening-books.org.uk

- ➡ Scottish Book Trust- Programmes include:
Read, Write, Count and Bookbug. www.scottishbooktrust.org.uk



HOW WILL DYSLEXIA BE IDENTIFIED?

- A collaborative process co-ordinated by the learning support teacher
- Involves pupils, parents (and other professionals where required)
- Parents, pupil, teachers and other professionals can request the process to started
- When concerns are noted a Literacy Profile will be open
- Ongoing assessment of impact of teaching and support recorded
- Dyslexia can be identified where there is enough evidence to answer “yes” to both of these questions:
 - Is there evidence of difficulties in learning to read, write and/or spell?
 - Is there evidence that these difficulties have persisted even though the pupil has received appropriate teaching and additional intervention?

WHAT HAPPENS NEXT IF DYSLEXIA IS IDENTIFIED?

- A written summary report will be produced and share with parents/carers
- Support needs will continue to be assessed and monitored
- The support provided should change as the needs of the pupil change
- Inline with national policy identification of dyslexia does not itself come with additional resources
- Schools continue to provide support based on pupil's assessed needs
- Pupils may be entitled to SQA Assessment Arrangements (the entitlement to these arrangements does not require identification of Dyslexia)



HOW IS DYSLEXIA SUPPORT IN SCHOOLS: ROLE OF THE CLASSROOM TEACHER

- Effective literacy teaching for all
- Adapting the teaching to individual children's needs
- Complete relevant classroom assessments (Literacy Profile)
- Providing individualised support (where needed)
- Track child's response
- Ask SfL for advice and write Individual Plans where applicable
- Use appropriate digital technology to remove barriers
- Create a safe and dyslexia friendly classroom
- Focus on relationships and making pupils feel successful



HOW IS DYSLEXIA SUPPORT IN SCHOOLS: ROLE OF THE PUPIL SUPPORT TEACHER

- Advise and train classroom teachers and others regarding strategies
- Support/Provide assessments (Literacy Profile)
- Support/Provide interventions as required
- Support the involvement of families and children in the process
- Help co-ordinate meetings with parents and others



PARTNERSHIP WITH PARENTS/CARERS

The Policy recognises that support from parents/carers is crucial to enable pupils to achieve well. It encourages schools to communicate effectively with parents and to work in partnership with them to support learners effectively.



HOW SBC SUPPORTS THE POLICY IMPLEMENTATION

- Operational guidelines for schools
- A programme of training and support to schools staff
- Local Authority level SfL network
- Introduction of cluster SfL networks supported by EPS
- Development of dyslexia material for schools and parents/carers
- Promotion of Dyslexia Scotland modules
- Monitoring data systems being developed
- School specific training (audit tool)
- Inspire ipads (lead teachers)
- EPS and other agencies



KEY RESOURCES

- SBC Dyslexia Policy “Children and young people with literacy difficulties including dyslexia”
www.scotborders.gov.uk/dyslexiapolicy
- SBC Dyslexia Policy’s Operational Guidance
[http://intranet.scotborders.gov.uk/IntranetContent/Dyslexia Policy - Operational Guidance - Oct 18.doc](http://intranet.scotborders.gov.uk/IntranetContent/Dyslexia%20Policy%20-%20Operational%20Guidance%20-%20Oct%2018.doc)
- SBC literacy strategy is within ‘Learning, Teaching and Assessment Framework’
<http://intranet.scotborders.gov.uk/IntranetContent/Learning%20Teaching%20and%20Assessment%20Framework.pdf>
- National Addressing Dyslexia Toolkit
www.addressingdyslexia.org
- Dyslexia Scotland- A national charity aspiring to support people with dyslexia and those who support them. www.dyslexiascotland.org.uk



QUESTIONS?

