



# The Dyslexia Scotland/Addressing Dyslexia Toolkit Ambassador Outreach Programme Workshop for Teaching Staff



# Ambassador outreach programme: Teachers' Workshop

## This workshop will

- provide an introduction to the Dyslexia Scotland Ambassador Outreach Programme
- Outline the Scottish policy context for dyslexia and inclusive practice
- Highlight the wide range of professional learning resources available for Scottish practitioners, schools and local authorities
- Support discussions for the outcomes of your school's Ambassador programme

# PERSISTO



## Mission Superheroes Programme

The programme mission is to help our learners develop their own Superheroes to fight against the Villain, Mr. Dyspicibilia.

It aims to help P4-7 pupils to learn more about dyslexia and ways of building on their strengths to discover how to overcome their dyslexia difficulties.

# WILLFORCE



# Dyslexia Scotland/Addressing Dyslexia Toolkit Ambassador Outreach Programme



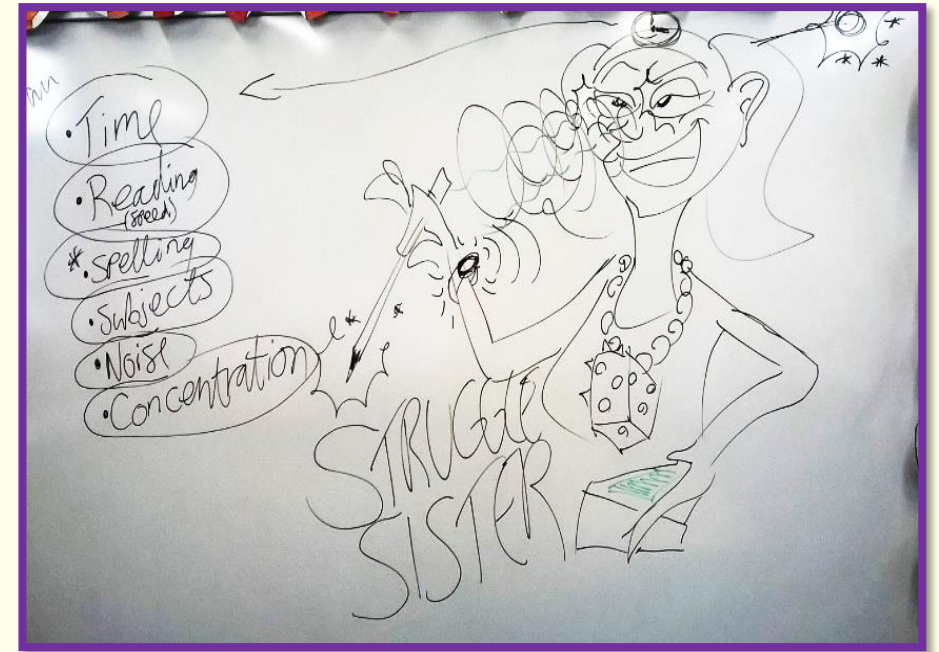
The programme was developed by **Paul McNeill** and **Rossie Stone** with input from the Addressing Dyslexia Toolkit Working Group.

The collaborative programme was funded by the Scottish Government, managed by Dyslexia Scotland and was successfully piloted in 3 local authorities from 2017 - 2019.

# Rossie Stone - Introducing the programme



# Children's characters



‘Struggle Sister’

‘Bob the Hero’

‘Mr Beast the Resolver’



‘Mr Fantastic the Unmasked’



‘Miss Deflesea’

# What's in the Programme pack?

- **This teaching staff workshop presentation**
- Pupil workshop presentation and guidance for class activities/lesson plans
- Film links and free cartoon comic (PDF)
- Ideas and slides for a parent workshop
- Sample questionnaires and letters



# Scottish Context for Inclusion, Equality and Equity



Scottish education is based on the belief that education is a human right and that all children and young people should be supported to reach their fullest potential. Children's rights and entitlements are fundamental to Scotland's approach to inclusive education - for all children and young people in Scottish schools, with or without additional support needs.



This means a 'label' or identification of need such as dyslexia is not required to be in place before a learner receives appropriate support.



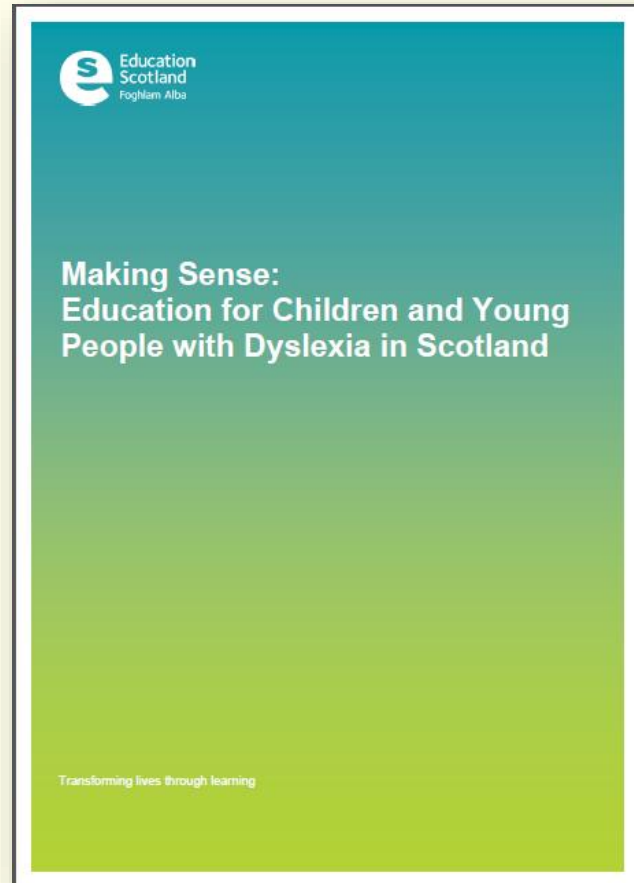
# The Scottish Education and Legislative Framework



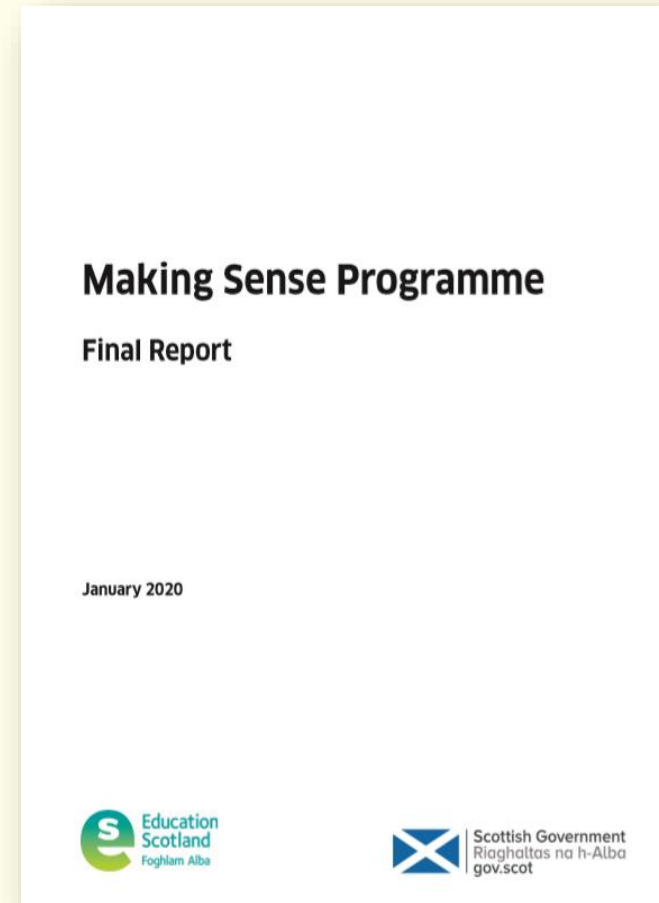
# National Dyslexia Reviews in Scotland



October 2008



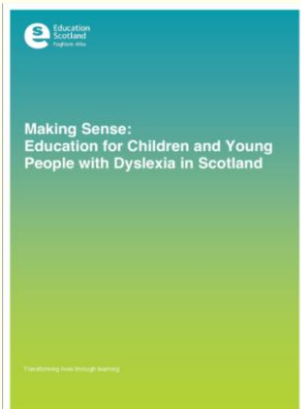
May 2014



January 2020

The Making Sense Working Group, chaired by the Scottish government and Education Scotland worked with stakeholders to support the implementation of the **5 inter-connecting recommendations**. These involved supporting practitioners, schools and local authorities to:

- Improve the outcomes for learners with Dyslexia
- Further develop their inclusive practice
- Access high quality professional learning opportunities
- Increase the use of the Toolkit by teachers and authority staff



**“greater use of the Toolkit would help staff to meet more effectively the needs of children and young people with dyslexia”.**  
**Making Sense Review 2014**

# Toolkit Home page

[www.addressingdyslexia.org](http://www.addressingdyslexia.org)

## Toolkit Sections

- What is Dyslexia?
- Scottish Context
- Supporting Learners and Families
- Assessing and Monitoring
- Transitions
- Resources
- Professional Development
- About this Toolkit

The screenshot shows the homepage of the Addressing Dyslexia Toolkit. At the top, the logo for 'addressing DYSLEXIA' is displayed, along with a search bar and the tagline 'A toolkit for the identification and support of learners exhibiting literacy difficulties'. A navigation menu includes links for Home, What is Dyslexia?, Scottish Context, Supporting Learners and Families, Assessing and Monitoring, Transitions, Resources, Professional Development, and About the Toolkit. The main content area features a 'Welcome' section with introductory text and a 'Coronavirus (Covid 19)' notice. Below this is a grid of nine image-based sections: 'What is Dyslexia?' (with a brain diagram), 'Scottish Context' (with a map), 'Supporting Learners and Families' (with a family), 'Assessing and Monitoring' (with a classroom), 'Transitions' (with two women), 'Resources' (with a woman at a laptop), 'Professional Development' (with a person writing), and 'About the Toolkit' (with a tablet). A footer section promotes 'Dyslexia Unwrapped' and provides contact information for the Toolkit team.

**addressing DYSLEXIA**

A toolkit for the identification and support of learners exhibiting literacy difficulties

Search

Home | What is Dyslexia? | Scottish Context | Supporting Learners and Families | Assessing and Monitoring | Transitions | Resources | Professional Development | About the Toolkit

**Welcome**

This free resource provides information for teachers, schools and local authorities on inclusive practice, literacy difficulties and dyslexia.

It guides users through a child-centred, collaborative process of identification, assessment, support and monitoring.

**Coronavirus (Covid 19) - Select [here](#) for information and resources to help support children and young people at home.**

**What is Dyslexia?**

**Scottish Context**

**Supporting Learners and Families**

**Assessing and Monitoring**

**Transitions**

**Resources**

**Professional Development**

**About the Toolkit**

To get in touch with the Toolkit team or to send suggestions, case studies and materials, please email [toolkit@addressingdyslexia.org.uk](mailto:toolkit@addressingdyslexia.org.uk)

Developed by the Addressing Dyslexia Toolkit Working Group, this toolkit is closely linked to Curriculum for Excellence and the Scottish educational context. The Toolkit is funded by the Scottish Government and managed by Dyslexia Scotland.

**Dyslexia Unwrapped**

Dyslexia Unwrapped is the online hub for young people with dyslexia. Designed just for young people aged 8-18+, it's fun and informative. Get involved!

[Visit the website](#)

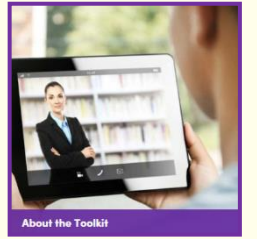
Copyright 2017 - Privacy policy (website) - Privacy policy (services) - Terms and conditions

Back to top

**Dyslexia Scotland**

**Scottish Government**  
Riaghaidh na h-Alba  
Gòrda

**Education Scotland**  
Aid 14-18



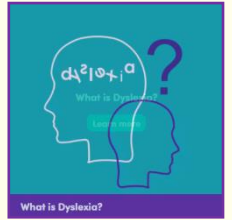
# About the Toolkit

The Toolkit is for all who work with pre-school and school-age children and young people in a professional educational setting. Dyslexia is a learning difficulty which all educational practitioners should be aware of – not solely specialist or highly trained individuals.

Everyone has the skills and abilities to recognise early signs of dyslexia in children at all stages, and to take appropriate action in response, in order to support children and young people.

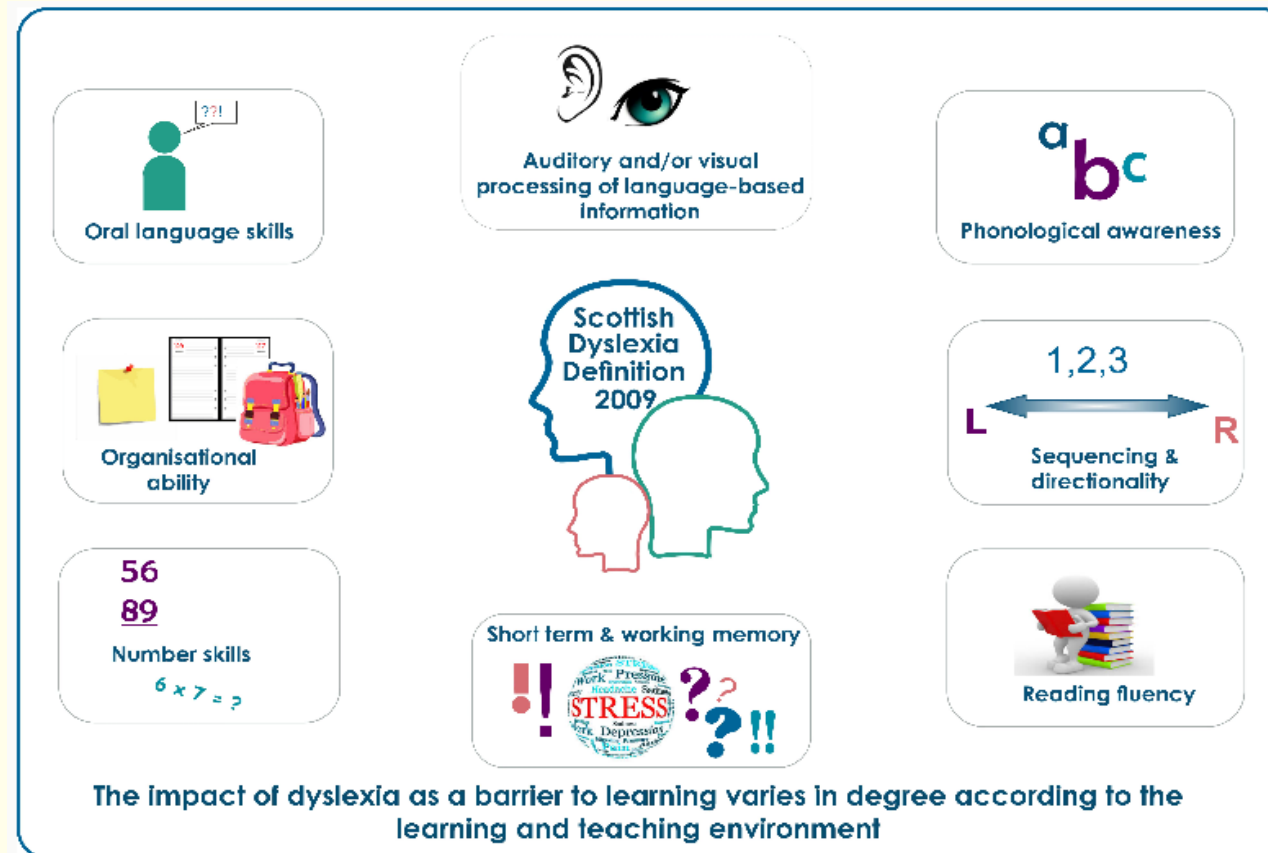
All dyslexic children and young people will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

# What is Dyslexia?



The Toolkit uses the 2009 Scottish definition of dyslexia

The Toolkit supports a **holistic and collaborative** approach to the process of Identification of literacy difficulties and dyslexia.





A range of films about dyslexia are available on the Addressing Dyslexia Toolkit and on Dyslexia Scotland's YouTube channel.

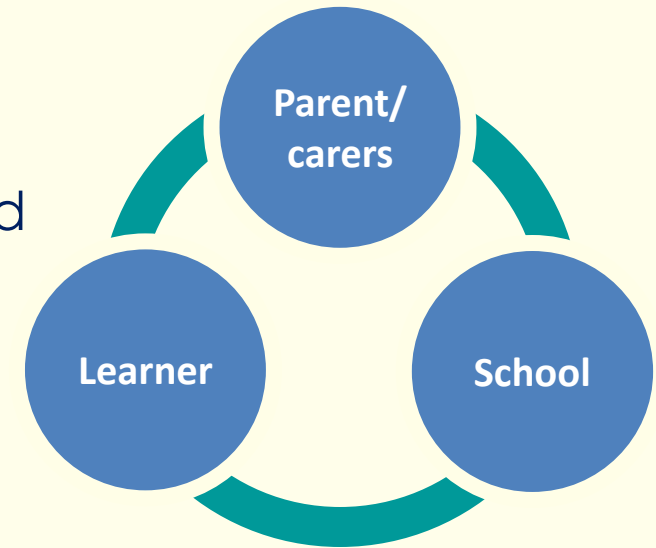


# Supporting Learners and Families



Effective communication, respect and partnership working are key requirements between schools and families.

They are essential in establishing and maintaining positive relationships, supporting the appropriate and effective identification, planning and monitoring of literacy difficulties and dyslexia.



Sharon Hall – film clip about parents and school


<http://www.addressingdyslexia.org/supporting-learners-and-families>

# Supporting Learners and Families

- Starting the Process
- What to look for
- Other Factors to Consider



SpeakMe

  Search

A toolkit for the identification and support of learners exhibiting literacy difficulties

Home | What is Dyslexia? | Scottish Context | Supporting Learners and Families | Assessing and Monitoring | Transitions | Resources | Professional Development | About the Toolkit

Supporting Learners and Families




Initial steps

- Starting the Process
- What to look for - CfE levels
- Other Factors to Consider

Strategies

- Technology
- Literacy Support Software
- Numeracy
- Reading
- Writing

Resources

-  [What to look for checklist - Early Level](#)
-  [What to look for checklist - First Level](#)
-  [What to look for checklist - Senior Levels](#)

Addressing Dyslexia > Supporting Learners and Families > Initial steps > What to look for - CfE levels

## What to look for - Curriculum for Excellence levels

When you begin the process of assessing the child's needs these areas need to be considered:

- Listening and talking
- Visual processing
- Reading
- Writing
- Numeracy

You may find the following checklists helpful:

- [What to look for Early Checklists](#)
- [What to look for First Checklists](#)
- [What to look for: 2nd, 3rd, 4th and Senior Checklists](#)

Read more:

- [Other factors to consider](#)

# Assessing and Monitoring

## Principles of the Toolkit Design



The assessment of dyslexia and literacy difficulties for children and young people in Scotland is:

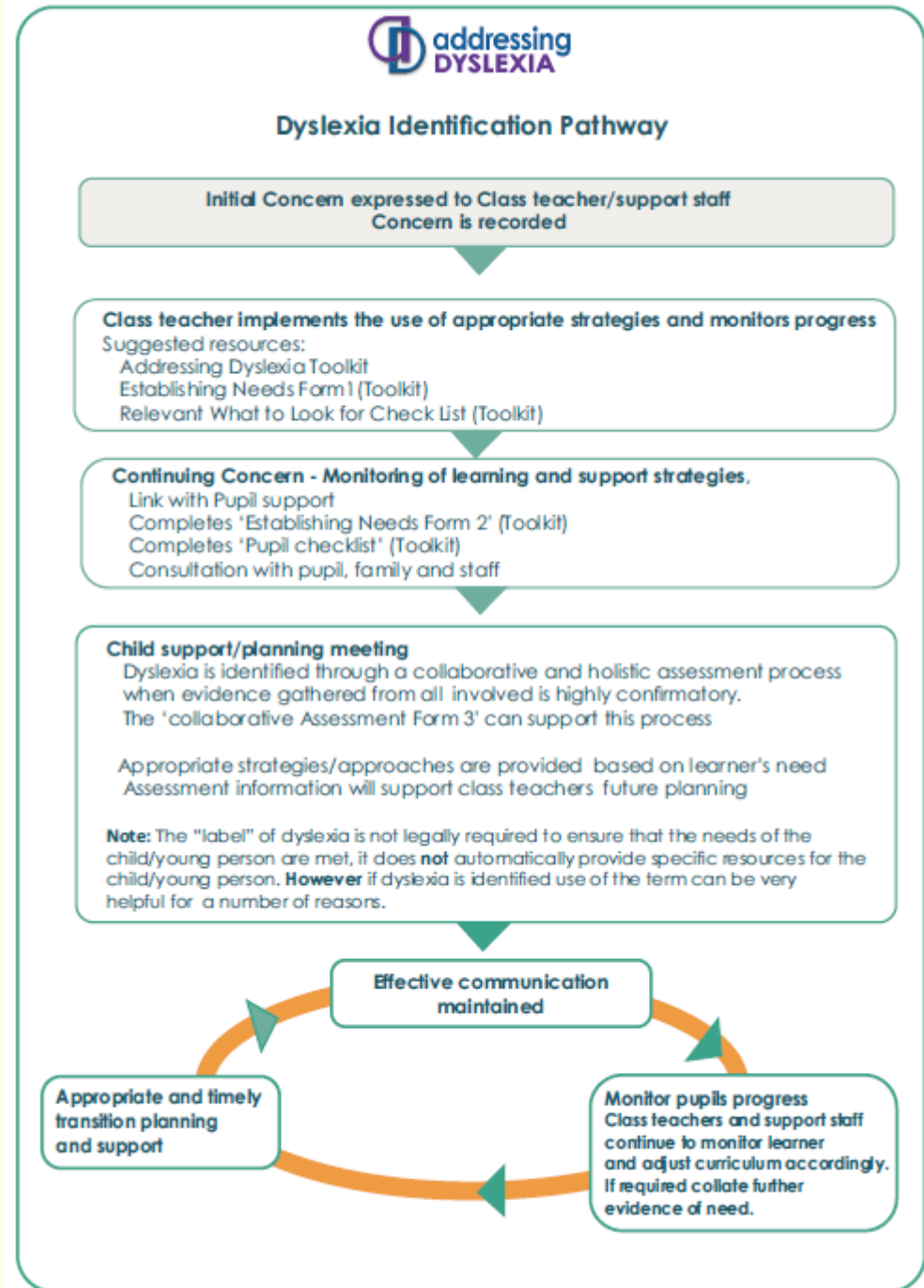
- a **dynamic process** within learning  
(Active involvement of **all stakeholders** when there are concerns about progress)
- a **process** rather than an end-product  
(Information in the assessment should support **next steps** for learning)
- an **holistic and collaborative process, set with CfE** . This approach reflects the development of the Identification Pathway within the Toolkit.  
(A **range** of observational and assessment methods over a period of time).

# The Identification Pathway

The pathway for the identification of literacy difficulties and dyslexia has been developed to provide guidance to schools and local authorities with a view to:

- Supporting the **early identification** of dyslexia and literacy difficulties
- establishing a **common pathway** for children and young people
- achieving **consistency of approach** across Scotland.

A range of useful downloadable resources are available to download within the Toolkit to support the pathway.



# Transitions



Transition is not a single event, such as leaving school, but a process that unfolds over many years and can involve significant emotional, physical, intellectual and physiological changes.

Whatever the form of change and transition, all children and young people are entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide and also support in moving into positive and sustained destinations beyond school.

- **COVID 19 – return to school and blended learning for learners who still require it**
- **Class to class**
- **Year to year**
- **P7 – S1**
- **School to School/ Moves from abroad**
- **Post school**

# Post School transitions

## Developments to facilitate effective and equitable post school transition

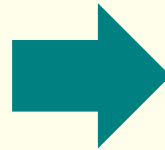


**Aim** - To facilitate effective and equitable post school transition

Secondary School

Robust profile and assessment information collated

Young person provided with appropriate report prior to leaving school



HE/FE/workplace

School assessment will support and meet the criteria for the DSA 'Needs Led Assessment'

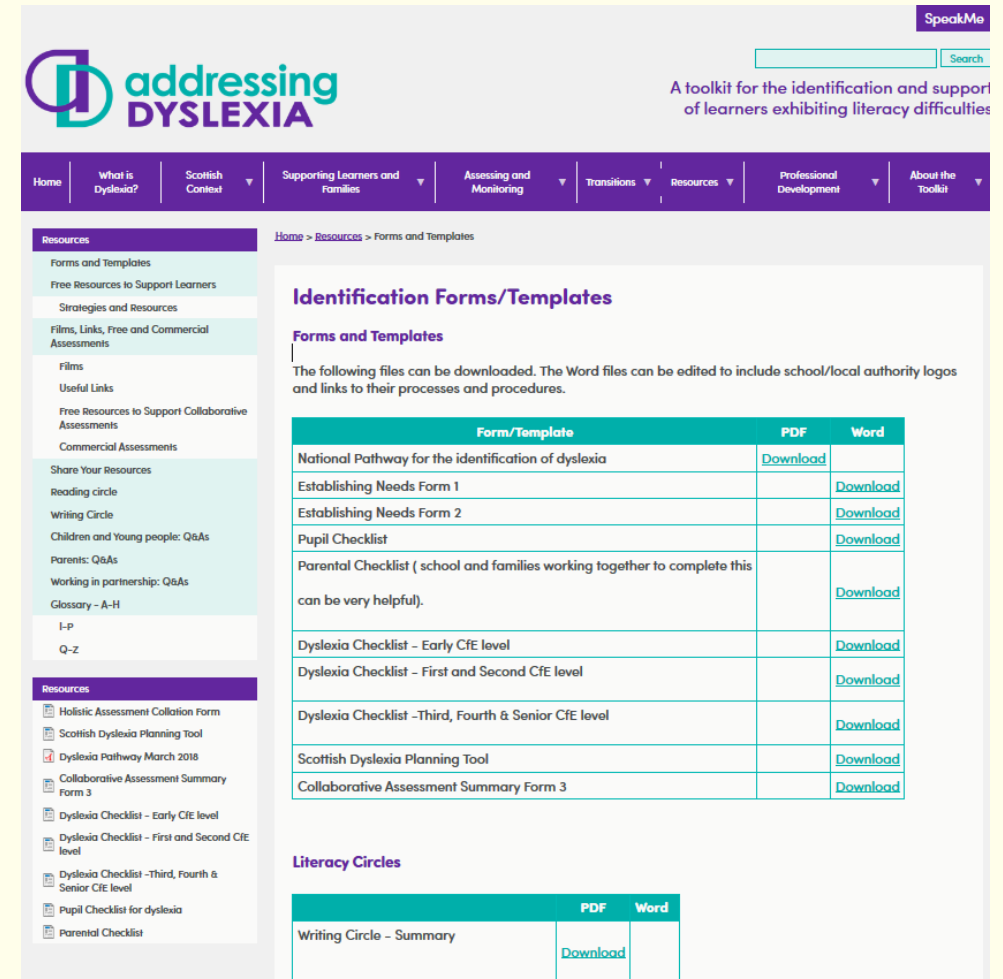
School assessment will contribute towards the post school support

# Resources



A range of downloadable resources are available in this section

- Q & As
- Forms and templates
- Technology
- Assessments
- Auditory processing and listening skills
- Comprehension
- Co ordination
- Literacy - including the Literacy Circles
- Memory
- Numeracy and math
- Visual processing



The screenshot shows the 'addressing DYSLEXIA' website. The main navigation bar includes links for Home, What is Dyslexia?, Scottish Context, Supporting Learners and Families, Assessing and Monitoring, Transitions, Resources, Professional Development, and About the Toolkit. The 'Resources' section is active, displaying a list of categories: Forms and Templates, Free Resources to Support Learners, Strategies and Resources, Films, Links, Free and Commercial Assessments, Films, Useful Links, Free Resources to Support Collaborative Assessments, Commercial Assessments, Share Your Resources, Reading circle, Writing Circle, Children and Young people: Q&As, Parents: Q&As, Working in partnership: Q&As, Glossary - A-H, I-P, and Q-Z. Below this, there are two sub-sections: 'Identification Forms/Templates' and 'Literacy Circles'. The 'Identification Forms/Templates' section includes a table of downloadable forms and templates, and the 'Literacy Circles' section includes a table for the 'Writing Circle - Summary'.

**Identification Forms/Templates**

Forms and Templates

The following files can be downloaded. The Word files can be edited to include school/local authority logos and links to their processes and procedures.

Form/Template	PDF	Word
National Pathway for the identification of dyslexia	<a href="#">Download</a>	
Establishing Needs Form 1		<a href="#">Download</a>
Establishing Needs Form 2		<a href="#">Download</a>
Pupil Checklist		<a href="#">Download</a>
Parental Checklist ( school and families working together to complete this can be very helpful).		<a href="#">Download</a>
Dyslexia Checklist - Early CfE level		<a href="#">Download</a>
Dyslexia Checklist - First and Second CfE level		<a href="#">Download</a>
Dyslexia Checklist -Third, Fourth & Senior CfE level		<a href="#">Download</a>
Scottish Dyslexia Planning Tool		<a href="#">Download</a>
Collaborative Assessment Summary Form 3		<a href="#">Download</a>

**Literacy Circles**

	PDF	Word
Writing Circle - Summary	<a href="#">Download</a>	

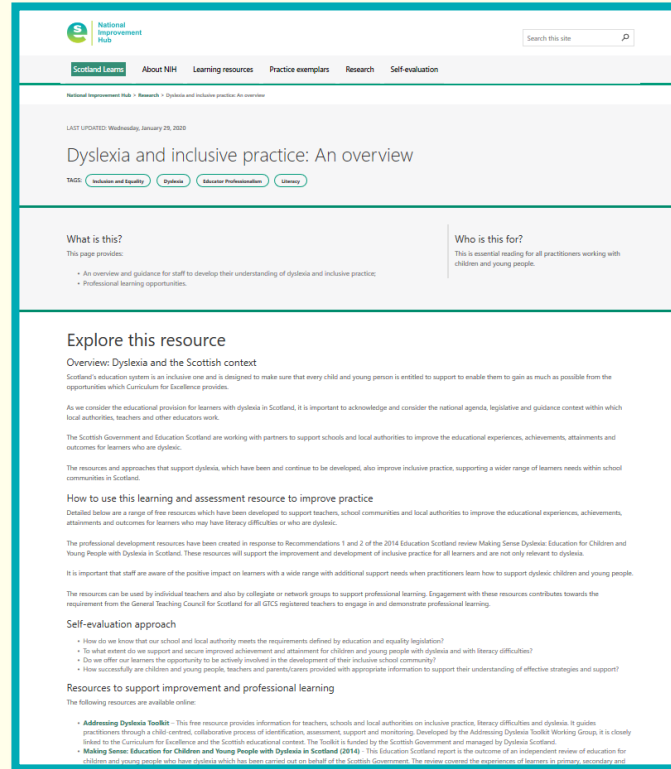
# Professional Development



Professional Development



## The Addressing Dyslexia Toolkit



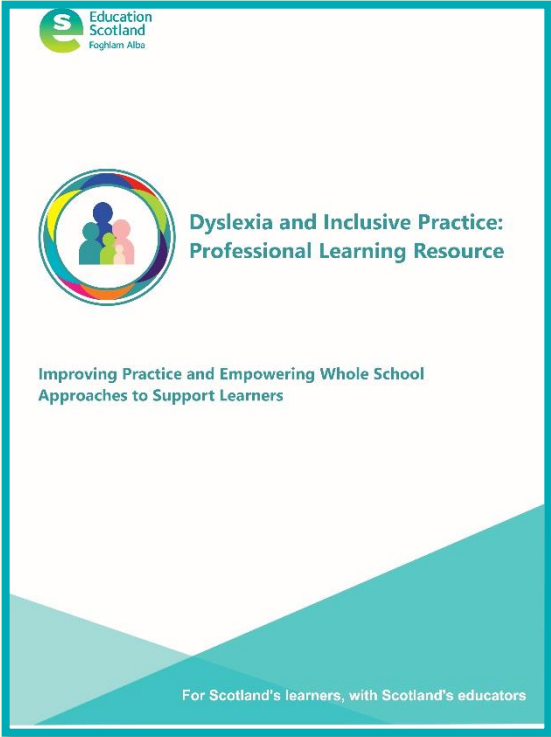
- Free online modules
- Masterclasses
- GTCS Professional Recognition Pilot

Free dyslexia and inclusive education pack for all probationer teachers.



# Inclusive Education Professional Learning Resource

The Making Sense programme collaboratively developed the Dyslexia and Inclusive Practice Professional Learning Resource with schools and practitioners to improve support for dyslexic learners within an inclusive school community


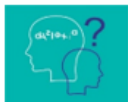



Improving Practice and Empowering Whole School Approaches to Support Learners. A reflective and evaluative professional learning approach to improve practice and empower whole school approaches to support learners.

<https://bit.ly/2CcwKTH>

## Annex C – Reflective Planning Tool

**Dyslexia and Inclusive Practice Professional Reflection and Planning Tool:**  
**Inclusive Practice - The Scottish Context and Inclusion within the School Community**  
 This professional reflection and planning tool support opportunities to reflect on your knowledge and understanding of dyslexia and Inclusive practice and help you plan the next steps in your professional learning.

<b>Name</b>		<b>Establishment</b>		<b>Date</b>	
<b>Inclusive School Focus Areas</b>	<b>Developing an Inclusive School Community</b>				
<b>Reflective questions</b>	<b>Response</b>	<b>Evidence</b>			
Have we successfully established an inclusive school community? How do we know					
Are all our school policies and planning methods inclusive – do they fulfil the statutory and professional duties?					
<b>Next steps for improvement</b>					
<b>Personal Reflective Prompts</b>					<b>Next Steps and Prio</b>
<b>How inclusive do I feel my practice is and how do I know?</b>					



## Annex D – Improvement Exemplar

<b>Developing Inclusive school Community</b>		
1. What are we trying to accomplish? (Aim)		
2. How will we know that a change is an improvement? (outcome)		
3. What change can we make that will result in an improvement?		
<b>What is the area we want to explore?</b>		
<b>Are our school policies and plans equitable and inclusive?</b>		
<b>Aim</b>	<b>Ensure that our school policies and plans are inclusive and reflect the needs of our learners with neurodevelopmental differences, ASN and protected characteristics.</b>	
<b>Projected Outcome</b>	<b>Inclusive school policies and planning developed through empowerment, engagement and participation</b>	
<b>Who is leading this activity?</b>	<b>Impact /improvement measures</b>	<b>Time Scale</b>
For example <ul style="list-style-type: none"> <li>School management Team</li> <li>Staff group</li> <li>Learners' Dyslexia group</li> <li>Dyslexia working group</li> <li>Equalities working group</li> </ul>		
<b>Chosen reflective questions</b>	<b>Evidence of change</b>	<b>Outcome</b>
Are all our school policies and planning methods inclusive – do they fulfil the statutory and professional duties?		
<b>Next Steps</b>		

Examples of reflections within the Dyslexia and Inclusive Practice Professional Learning Resource

# Refreshed Toolkit Feedback

‘The new site is ace!! I love it 😊’

“it’s far easier to navigate and find resources”

“easy to navigate, full of fantastic information”

“all teachers should do at least the first module”

Please send any enquiries to the email address below  
[toolkit@dyslexiascotland.org.uk](mailto:toolkit@dyslexiascotland.org.uk)





## Ambassador outreach programme

Any questions?

What programme outcomes would you like to see for pupils with dyslexia in your school? - Discuss

Please complete the questionnaire – now and at end of the programme (after Workshop 3)