



The Addressing Dyslexia Toolkit



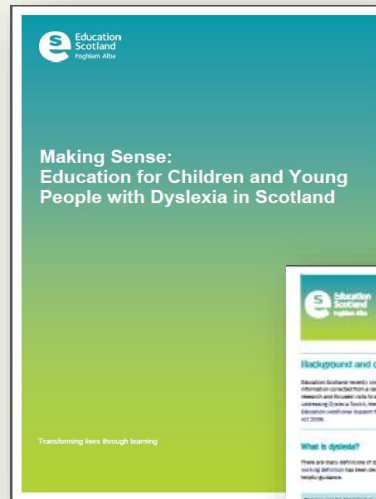
Scottish Government
Riaghaltas na h-Alba
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National Dyslexia Reviews in Scotland



October 2008



May 2014



Summer 2014

Progress Update - March 2017
Making Sense: Education for Children and Young People with Dyslexia in Scotland
Making Sense Working Group

Background
 The 2014 Education Scotland report *Making Sense: Education for Children and Young People with Dyslexia in Scotland* was the outcome of an independent review of education for children and young people who have dyslexia carried out on behalf of the Scottish Government. The report highlighted 8 interlinking recommendations to improve the outcomes of learners with dyslexia, all of which the Scottish Government's agencies supported. The *Making Sense Working Group* is working with stakeholders to support the implementation of the review's recommendations.

The Making Sense review and report aims to support schools and local authorities to develop a learning education system which drives a virtuous cycle of evidence-based improvements to meet the needs of dyslexic learners and improve inclusive practice for all learners. In addressing this issue, the review builds explicitly on a number of other current developments:

- [Addressing Dyslexia Toolkit](#)
- [National Children's Strategy](#)
- [Additional Support for Learning \(Scotland\) Act 2004 as Amended](#)

1. Teachers, support staff, learners and parents should have access to up-to-date practical advice and guidance on dyslexia.
Progress to date:

- 2014 - Information provided through the [Making Sense Executive Summary Guide](#)
- Information and guidance on dyslexia and inclusive practice are available on the Education Scotland National Improvement Hub.
- Guidance on dyslexia and progress of the Making Sense Working Group are available on the Scottish Government website.

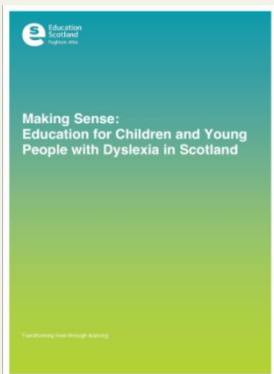
2. Teachers, support staff and local authority staff should have access to a wide range of high quality career-long professional learning opportunities at school, local and national level related to meeting the needs of children and young people with dyslexia.
Progress to date:

- October 2014 - publication of the [Career Long Professional Learning Route map for dyslexia and specific reading](#), an in-depth professional development resource. Additional sections are currently being added.
- Re-development of the [Free Additional Dyslexia Toolkit](#) website launched on 8th March 2017 by the Deputy First Minister and Sir Jackie Stewart. The improved website will support schools and local authorities to refocus on the Toolkit and aims to:
 - o Improve the website navigation
 - o Provide free resources and information to support professional development and professional learning for teachers and local authority staff
 - o Provide national information on dyslexia and inclusive practice within the Scottish educational context
 - o Provide free resources and information to support learners.
- Regular updates provided to local authority inclusion teams.

March 2017

The Making Sense Working Group are working with stakeholders to support the implementation of the 5 inter-connecting recommendations which involves supporting schools and local authorities:

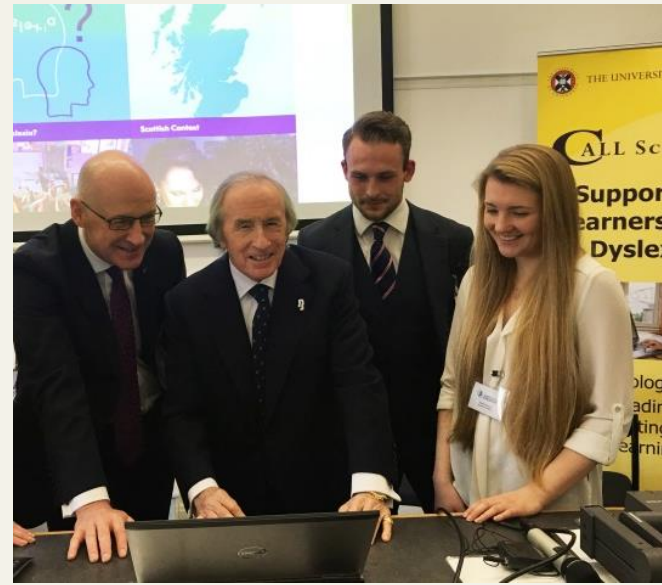
- Improve the outcome for learners with Dyslexia and
- Further develop their inclusive practice
- Increase the use of the Toolkit by teachers and authority staff



**“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**

Refreshed 2017 Toolkit

The refreshed Toolkit was launched on the 8th March 2017 by The Deputy First Minister and Cabinet Secretary for Education and Skills John Swinney and Sir Jackie Stewart , President of Dyslexia Scotland.



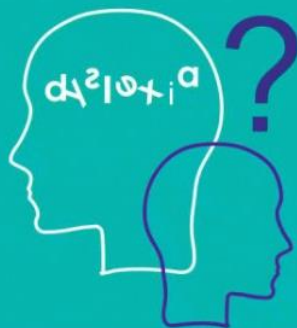
Refresh Aims:

- Support the 2014 Making Sense Report recommendations
- Ease the experience of site navigation
- Provide schools and local authorities with :
 - Information within the Scottish educational context,
 - Opportunities for professional learning,
 - Examples of good practice
 - Access to free resources
- Further develop the Pathway for the Identification of Dyslexia and Literacy Difficulties for 3 – 18 years (school)

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.



What is Dyslexia?

Scottish Context



Supporting Learners and Families

Assessing and Monitoring

Transitions



Resources

Professional Development

About the Toolkit

About the Toolkit

This website is for all who work with pre-school and school-age children and young people in a professional educational setting, and seeks to reassure that dyslexia is not a mystical or mythical problem that only specialist highly trained individuals can deal with.

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

What is dyslexia?



Task

What does dyslexia mean to you?

What strengths are associated with dyslexia?

What difficulties are associated with dyslexia?

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 support 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. There is however a common set of signs that can be observed.

The Scottish Definition of Dyslexia



Oral language skills



Auditory and/or visual processing of language-based information

a b c

Phonological awareness



Organisational ability

Scottish Dyslexia Definition 2009

1,2,3
L ↔ R
Sequencing & directionality

56

89

Number skills

$6 \times 7 = ?$

Short term & working memory

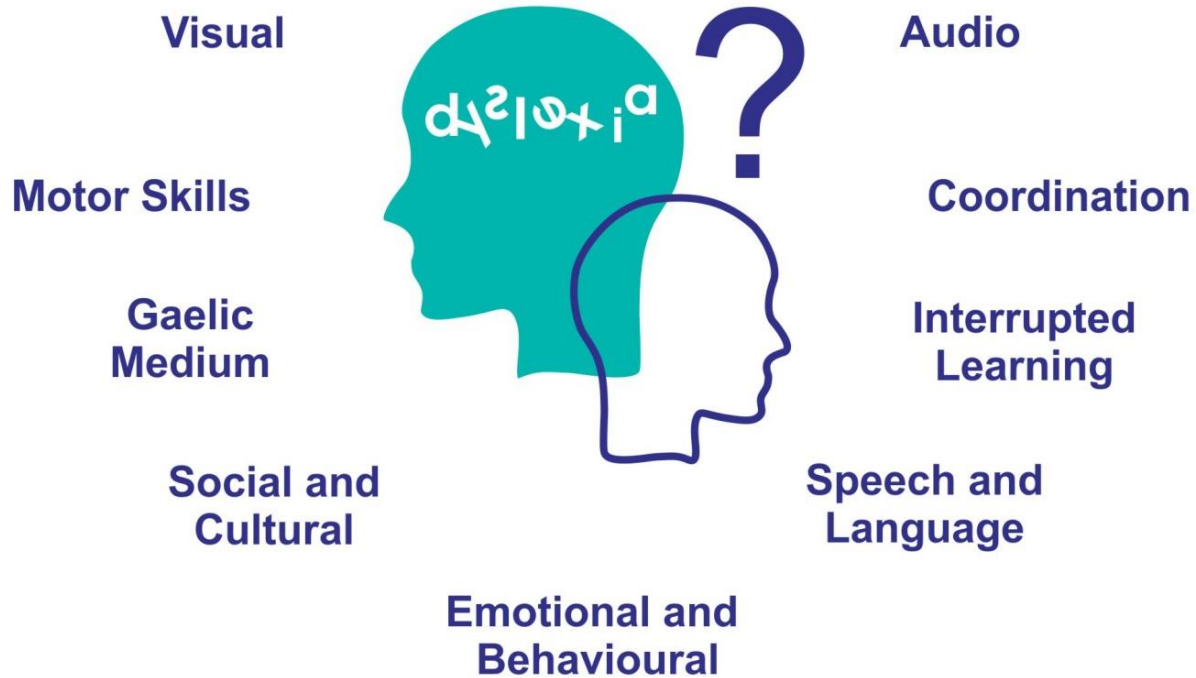


Reading fluency

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment

Other Factors

English as an
Additional Language



Scottish Context



Scotland's education system is an **inclusive** one and is designed to make sure that every child and young person is **entitled** to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

The Scottish Education and Legislative Framework

National Improvement Framework (NIF)
(2016)

Delivering Excellence and Equity in Scottish Education.
A Delivery Plan for Scotland (2016)

Attainment, Curriculum, Empowerment, Equality, Outcomes

Scottish Attainment Challenge
3 - 18 Curriculum

Getting It Right For Every Child

The Early Years Framework

Building the Ambition

Pre-Birth to Three: Positive
Outcomes for Scotland's
Children and Families

Opportunities for All

Developing the Young Workforce

Mental Health Strategy (2017)

Safe Guarding Guidance

Personal Social Education (PSE) Review

Included Engaged and Involved
(Part 1 2019 & Part 2 2017)

Health and Social Care Standards:
My Support, My Life

Policies, Strategies
and Approaches

Priorities and Drivers



Legislation

Standards in Schools
Act 2000

Accessibility Strategy
EDSPER (Scotland) Act 2002

ASL Act 2004
(as amended)

Equality Act 2010

Children and Young People
(Scotland) Act 2014

Education (Scotland)
Act 2016

Draft Education (Scotland) Bill 2018

Professional Support

Scottish Social Services Council
Supporting:

Professional standards for the social services
workforce through:

National Occupation Standards

Registration

Leadership and Management

Post Registration Training and Learning

Education Scotland

Supporting;

Information and Support to improve practice and outcomes through:

National Improvement Hub

Self Evaluation - How Good is Our School?4 (HGIOS 4)

- How good is OUR School Part 1

Professional Learning

Reflective Practice

Good practice

Research

Resources

General Teaching Council for Scotland
Supporting:

Professional Standards for:

Registration

Leadership and Management

Career Long Professional Learning

Professional Update

Professional Recognition

Supporting Learners and Families

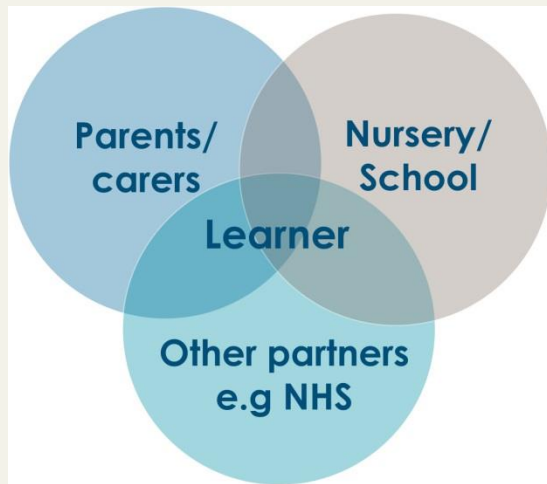


Assessing dyslexia and providing appropriate support are processes which rely on each other. They are symbiotic.

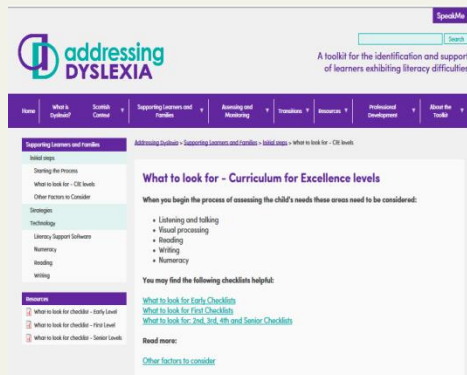
The following headings support the identification process, providing support and then establishing if the difficulties are likely to be due to dyslexia.

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

Supporting Learners and Families



Effective communication is essential in supporting appropriate identification, planning and monitoring of dyslexia.



- This section also provides information on
- Support strategies
 - Technology to support literacy and numeracy
 - FAQs

Assessing and Monitoring



This section provides information and resources on

- Understanding what is meant by assessment
- The identification pathway for dyslexia and literacy difficulties
- Roles and responsibilities
- Establishing and recording needs forms
- Reporting

Transitions



The process of transition can be eased with appropriate understanding, partnership work, support and planning.

This section provides information and advice to support transitions at all stages .some examples are below:

- Class to class
- Year to year
- Nursery to P1
- P7 – S1
- S1 – S2
- Off- site
- Post school

Resources



In this section there are a range of free resources available on the areas highlighted below to support educational practitioners and learners.

Q & As

Forms and templates

Technology section

Assessments

Auditory processing and listening skills

Comprehension

Co ordination

Literacy

Memory

Numeracy and math

Visual processing

Literacy Circles



The Literacy Circles provide information and support strategies to help identify strengths and difficulties a child or young person may be experiencing when developing their reading and writing skills.

There is a useful planning tool on the back page of the summary PDF versions which can be downloaded from the toolkit resource section

Professional Development

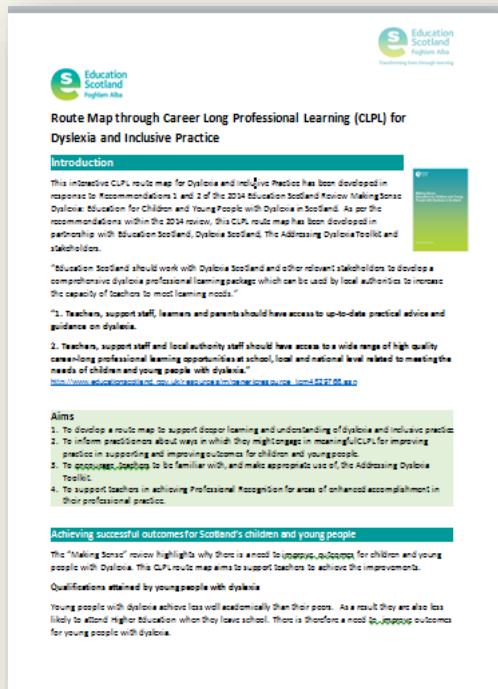


The Toolkit is a resource to support professional learning and development.

This section has a range of free professional learning resources to support schools and local authorities.



Free Professional Learning Resources



CLPL Routemap for Dyslexia and Inclusive Practice



Dyslexia Scotland Kite Marked Modules
Supporting GTC Scotland Professional Update

1st	2nd	3rd
<p>Level 0 Beginner</p> <p>Introduction to dyslexia and inclusive practice</p>	<p>Level 1 Introductory</p> <p>Supporting dyslexia and inclusive practice</p>	<p>Level 2 Intermediate</p> <p>Dyslexia: Identification and support</p>
Supporting GTC Scotland Professional Recognition		



Free online modules - developed in partnership with the Open University- OEPs programme, Education Scotland, Dyslexia Scotland and The Scottish Government.

Pause for Thought...

We ought to begin to pay less attention to getting everyone over the same hill using the same path.

We may wish to encourage some to take different routes to the same end. Then we might see good reasons for paying careful attention to their descriptions of what they have found. We may wish to follow them some day.

Tom West 1991 'In The Minds Eye'



The logo consists of two overlapping circles, one purple and one teal, forming a stylized 'D' shape.

addressing DYSLEXIA



To get in touch with the Toolkit team or to send suggestions, case studies and materials, please email toolkit@dyslexiascotland.org.uk



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Education Scotland
Foghlam Alba