



Dundee City Council

Children and Families Service



*Guidelines for the identification and support of
literacy difficulties including dyslexia*

January 2022

Dundee City Council: Guidelines for the identification and support of literacy difficulties including dyslexia

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OVERVIEW OF PATHWAY FOR THE IDENTIFICATION AND SUPPORT OF LITERACY DIFFICULTIES AND DYSLEXIA

This pathway is designed to help teachers identify and support pupils with Literacy Difficulties including Dyslexia.

The term dyslexia means different things to different people and can be a source of worry to parents, pupils and staff. Because of this, it is important to work in partnership for clarity and shared understanding, seeing the issues of dyslexia within the whole field of literacy development. Currently, there is a range of definitions with regard to dyslexia which can lead to confusion for pupils, parents and staff.

The Scottish Government give the following definition which is used in the Addressing Dyslexia Toolkit:

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

<http://addressingdyslexia.org/what-dyslexia>

Currently in Dundee, we are using the British Psychological Society's (BPS) definition

"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." (BPS, 1999).

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With the re-launch of the Addressing Dyslexia Toolkit (2017) as the key guidance for all teachers, careful consideration has been given to whether we should move to the broader Scottish definition. The preference of the Literacy Strategy Group is to continue to use the BPS definition in conjunction with the Scottish Government definition for the following reasons:

- It is based on a comprehensive review of research and practice which has been supported since its publication in 1999.
- Current research evidence suggests that dyslexia can occur in children/young people of all abilities and does not suggest a particular profile of cognitive thinking skills. The definition does not rely on identifying a supposed discrepancy between a child's abilities in one area and his/her abilities in another.
- The focus on difficulties at the "word" level concurs with the large consensus amongst researchers that severe reading difficulties arise due to the failure to read words out of the context. "Phonological processing" difficulties are core to most scientific hypotheses about the causes of dyslexia and associated difficulties in: processing the sounds in speech; linking speech sounds to written letters; and short and working memory clearly have an impact on word reading and spelling.
- It is consistent with the [Simple Model of Reading](#) which informs Dundee's Literacy Strategy.
- It complements the Scottish Government definition but provides a basis for identifying those children at the extreme end of the continuum whose difficulties are severe and persistent despite appropriate learning. As such, The BPS definition can be used with the staged assessment approach outlined in the Toolkit.
- It provides additional clarity for parent/carers, professionals and the child or young person.

Dundee Literacy Strategy group recognises that dyslexia exists as a continuum and an important consideration is the severity of the **impact** on the individual learner. It is a hereditary, lifelong, neuro-developmental condition and if it is not identified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour and low achievement.

All learning difficulties, including dyslexia, are complex and interactive in nature and so can only be fully understood with reference to a range of contexts in which they occur. As a result, **there is no single test for Dyslexia.**

The identification of dyslexia should only happen at the end of the process which includes a comprehensive and holistic assessment of the nature of a child's literacy difficulties. This **assessment is carried out over time and includes details of the pupil's response to interventions and adaptations.** ([See Appendix 8 Collaborative Assessment Summary](#))

The Literacy Strategy Group advocates the use of the Addressing Dyslexia Toolkit in assessing and supporting children and young people with literacy difficulties including Dyslexia. The National Pathway has been adapted for the Dundee context, see below.

Dundee's Guidance for staff in the conversations about literacy difficulties including dyslexia (FAQs)([Appendix 4](#)).

Pathway

Step 1: Initial concern raised within or to school

Identifying	Supporting
<p>Class Teacher begins process by:</p> <ul style="list-style-type: none"> • Considering the definitions. Are there signs that the pupil has difficulties in learning to read, write or spell? • Checking that there are no difficulties with hearing, speech, eyesight or vision. • Checking the child's chronology. Has the child moved school, had several changes of teacher, had attendance issues, had major disruptive life events? • Checking the frequency of literacy lessons. • Checking attendance at literacy lessons. • Considering the developmental stages of literacy for writing e.g Can the child read? Writing and spelling run behind reading skills. See Literacy Progression Frameworks (Appendix 5) • Checking that the reading curriculum is balanced (Appendix 2) • Checking the writing curriculum is balanced (Appendix 3) • Accessing the Dyslexia Toolkit for guidance. http://addressingdyslexia.org/index.php/ • Completing the relevant 'What to Look For' checklist. http://addressingdyslexia.org/what-look-curriculum-excellence-levels • Considering whether there are any associated difficulties using the ABLE framework and/or referencing the toolkit. http://addressingdyslexia.org/index.php/starting-process 	<p>School Staff support pupil by:</p> <ul style="list-style-type: none"> • Building on the pupil's existing strengths. • Using the Identifying Reading Difficulties Poster (Appendix 1) identify any adaptations to the curriculum (e.g more intensive phonics practice, paired reading, differentiated spelling). These should be recorded as part of curricular planning with targets set. • Using ABLE and http://addressingdyslexia.org/strategies-and-resources Identify any adaptations and strategies which may help the pupil access the curriculum and record in an ABLe plan. • Considering any ICT which may help. http://addressingdyslexia.org/technology • Implementing identified approaches and strategies. • Monitoring and recording the effectiveness of approach. You may wish to use the Establishing Needs 1 form http://addressingdyslexia.org/identification-forms-templates This may inform/evidence future assessment arrangements.

Step 2: Continuing concerns expressed	
Identifying	Supporting
<ul style="list-style-type: none"> • Consultation with colleague e.g. SfL teacher, literacy/reading leader, SMT. • Ongoing communication with parent. • More detailed assessment if needed including child's view (eg through Wellbeing wheel, blether board, pupil checklist at http://addressingdyslexia.org/identification-forms-templates . • Involvement of Educational Psychologist as required (FAQs Appendix 4) to help analyse assessment information and advise on further assessment. 	<ul style="list-style-type: none"> • Direct pupil support as appropriate (e.g. targeted small group or one to one tuition, precision teaching, RWI Fresh Start intervention) See 'Identifying Reading Difficulties Poster' (Appendix 1) • Ongoing cycles of assess plan, do and review recorded in Curriculum and ABL plans. • Consider completing the Holistic Assessment Collation Template http://addressingdyslexia.org/identification-forms-templates or alternative to evidence assessment over time.
Step 3: Despite appropriate, targeted support, difficulties persist	
Identifying	Supporting
<ul style="list-style-type: none"> • TATC meeting held to review assessment information and consider whether profile fits with definition of Dyslexia. <p>Dyslexia is indicated when the evidence gathered from all those involved is highly confirmatory. The decision made should be recorded in the minute of the TATC meeting and in the Collaborative Assessment Summary.(Appendix 8) . This should be shared at any point of transition</p>	<ul style="list-style-type: none"> • Use of appropriate strategies/approaches and monitoring of teaching and learning will be continued and can be revisited at a later date. Assessment information will continue to support class teachers with future planning of pupil's learning. • Support pupils using technology where appropriate (Appendix 7) • Consider and verify any assessment arrangements required. Refer to Dundee Assessment Arrangements Policy Internal Link External Link • https://www.sqa.org.uk/sqa/14976.html • Plan for transitions • Post-school transition planning should provide information to the young person and family regarding assessments required and support available for further/higher education.

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Though the Toolkit refers to 'Steps', no attempt has been made to match these to the stages of GIRFEC and the staged levels of intervention which are set out elsewhere on this website. Most children with dyslexia will continue to be accommodated at Stage 1 Universal Support.

Step 1 – What all teachers can do through applying the principles of teaching and learning for those with dyslexia.

Teacher accesses the Addressing Dyslexia Toolkit for advice and support strategies for the appropriate level/stage. At this early stage it is unlikely that formal standardised assessments will be required over and above what is already in place. Methodical observation and recording of progress by the class teacher should be sufficient. Staged Intervention Process paperwork should be completed, with clear notes on the teaching approaches and strategies put in place.

Step 2 - What is likely to be done by support for learning teachers/staff working in collaboration with class teachers?

If no progress or poor progress is recorded despite the support provided in Step 1, more detailed assessment of specific skills will be required and usually undertaken by a support for learning teacher.

Staged Intervention Process paperwork should be completed with clear notes on the teaching approaches and strategies put in place and holistic collaborative assessment details there should be a detailed sharing of insights.

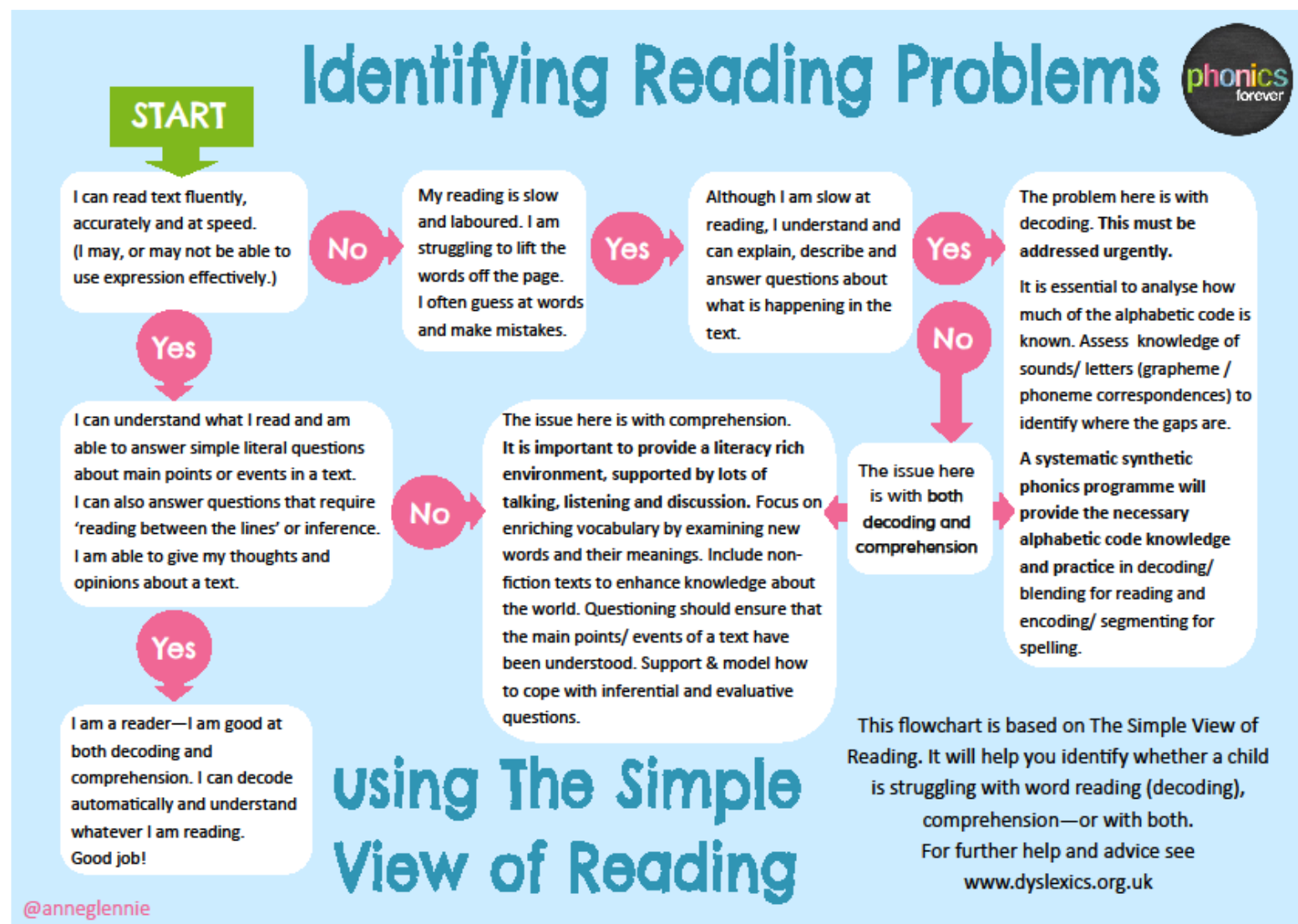
If a difficulty has been identified on the dyslexia continuum, teachers will require to plan, implement and monitor learning and teaching arrangements that address and make accommodations for the student's difficulties, including appropriate assessment arrangements. This could include extra time or access to IT.

Step 3 – What is likely to be done when the gathering of information from the collaborative identification process is completed?

A formal and comprehensive full assessment and report which collates and interprets all the available data and insights into an analysis/summary/report should be helpful and informative to all those involved in helping the pupil to cope with school and post-school if applicable. More specialist individualised approaches will be likely to be applied when dyslexia is more severe.

Use of appropriate strategies/approaches and monitoring of teaching and learning will be continued and can be revisited if required at a later date. Assessment information will support class teachers with future planning for the child/young person's learning.

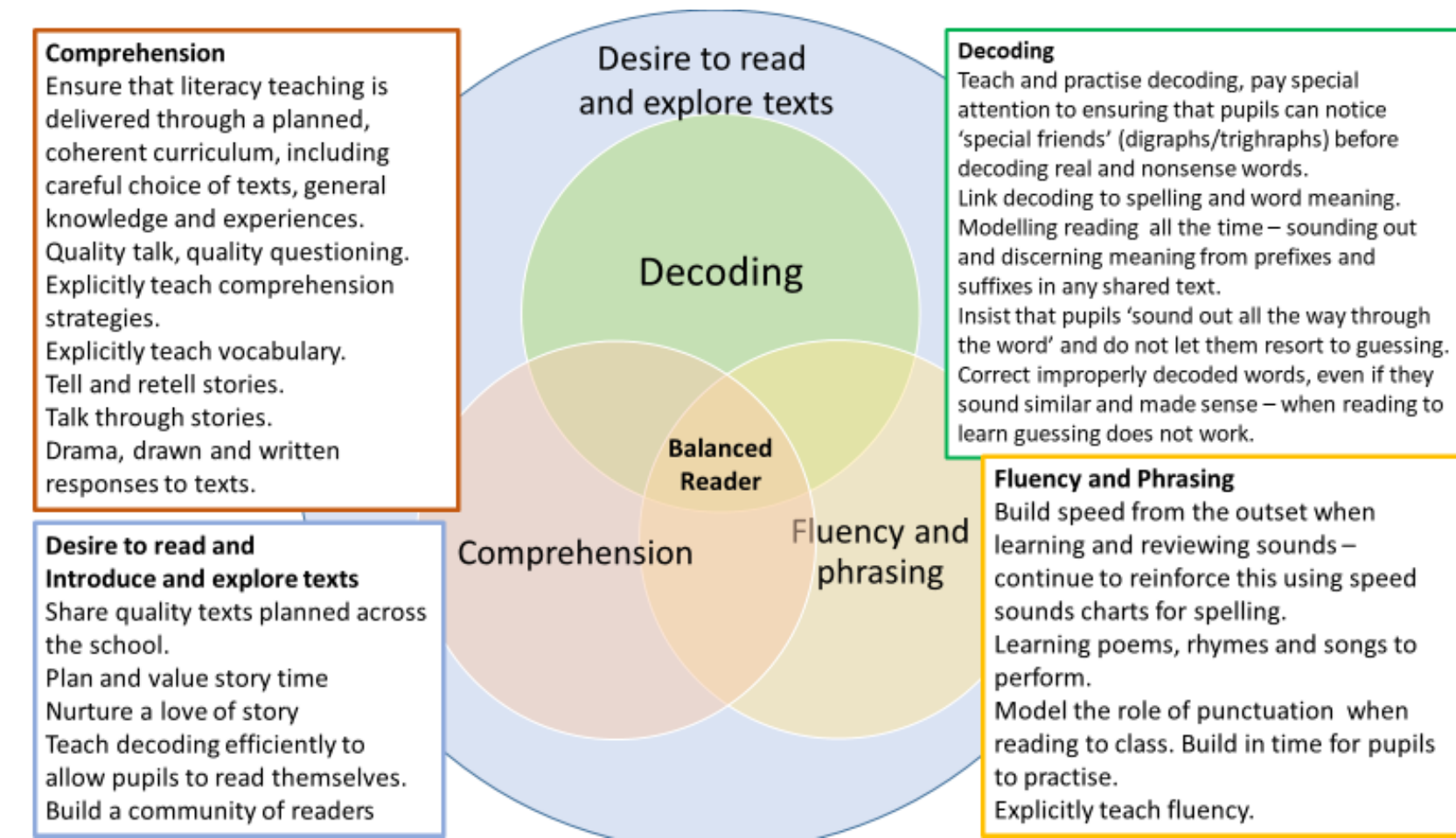
Assessing Dyslexia Toolkit, 2017



Appendix 1 Identifying Reading Difficulties Poster

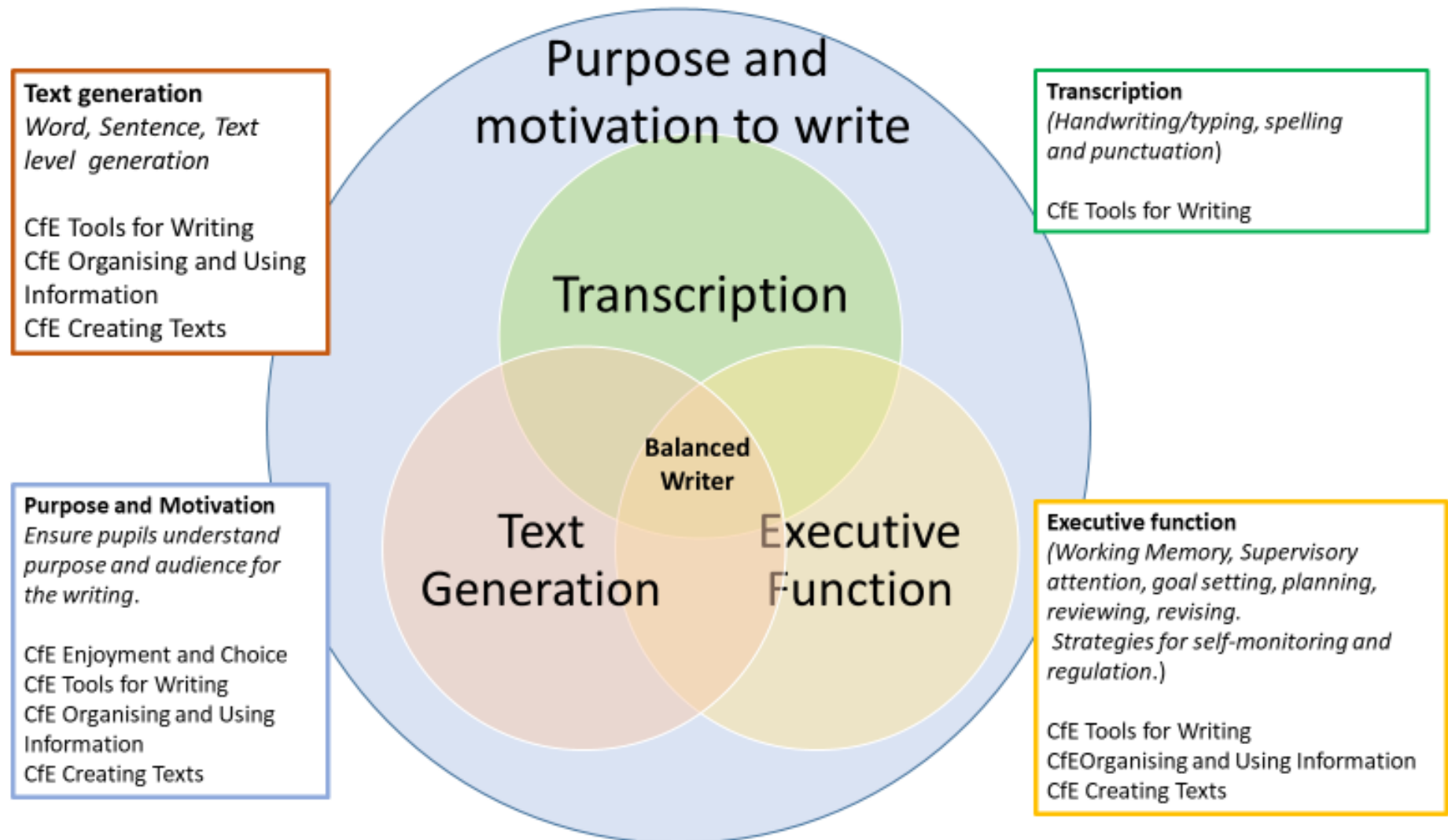
Appendix 2 Checking that the reading curriculum is balanced.

Whole document available here [Internal Link](#) [External Link](#) 'Balanced reader writer infographic CfE linked.pdf'



Appendix 3 Checking that the writing curriculum is balanced

Whole document available here [Internal Link](#) [External Link](#) 'Balanced reader writer infographic CfE linked.pdf'



Purpose and Motivation

(Ensure pupils understand purpose and audience for the writing)

- Build on pupil interests and provide exciting/engaging stimuli
 - Explicitly teach writing so that pupils are confident at composing a range of texts. **See DCC Literacy Supplements for Writing (links on last slide.)**
 - Maximise opportunities to write for a range of authentic audiences. In early years include writing opportunities in play contexts. Progress to teach disciplinary writing. (Write like a scientist, historian etc)
 - Read quality texts to pupils, consider the use of author events.
 - Provide opportunities for choice of subject or text form. Allow pupils to write for pleasure.
 - Provide opportunities to enter writing competitions
-

Text Generation

(Word, Sentence, Text level generation)

- Teacher model and guide before independence.
 - Ensure pupils can compose orally and provide opportunities to orally rehearse throughout all CfE levels
 - Link Reading and Writing.
 - Teach decoding (sounding out) and encoding (word building/writing) as reversible processes.
 - Use the same terminology for reading and writing.
 - Use the same graphic organisers for reading and writing.
 - Write the text types and forms you are reading and read the text types and forms you are writing.
 - Use literature to demonstrate writing techniques and writing to learn to write and apply these techniques.
 - Deconstruct wide range of texts, informally and more formally through guided reading.
 - Teach grammar in context.
 - Use model texts to imitate, innovate and invent. Reconstruct texts orally, pictorially and in writing.
 - Ensure there is a broad framework in place to ensure balance and progression across the nine text types. ([DCC Explicitly Teaching Text Types](#))
-

Transcription

(Handwriting/typing, spelling and punctuation)

- Ensure that *Tools for Writing* are made explicit, valued and applied. **DCC Tools for Writing Success Criteria** [Internal Link](#) [External Link](#)
 - Develop fine motor skills.
 - Teach drawing and recognise drawings as texts.
 - Explicitly teach correct letter formation to automaticity, systematically teach spelling, teach punctuation in context.
 - Teach typing skills from Second Level, once letter sound knowledge is secure **and** when the pupil's hands are big enough to span the keyboard and they have the motor skills and spatial awareness to be able to learn to touch type correctly and efficiently.
 - Ensure there are multiple opportunities for writing throughout the day.
-

Executive function *(Working Memory, Supervisory attention, goal setting, planning, reviewing, revising)*

- Be aware of the capacity of working memory and factors that can reduce this. For example, lack of automaticity, noisy or visually busy classrooms, emotional response, lack of motivation.
- Support learners to set clear goals by using Learning Intentions which focus attention on metacognitive literacy skills. At the same time provide a scaffold of progress towards targets.
- Provide appropriate scaffolds and supports for all such as, Speed Sound Charts, word banks, writing frames, offer during-task feedback ([see Feedback funnel](#)) , share good examples or “what a good one looks like” (WAGOLL.)
- Ensure there is a feedback focus on Text Generation-(literacy and content) and provide opportunities to act on feedback for Tools for Writing. See also Editing Stations [Internal Link](#) [External Link](#))
- Teach to peer and self-assess [Internal Link](#) [External Link](#) Plan to remove the scaffolds to gradually release responsibility from the teacher to the writer.

All of these points can be supported by **DCC Literacy Supplements for Writing** (see last slide for links.)

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Appendix 4 Guidance for staff in the conversations about literacy difficulties including dyslexia (FAQs)

Purpose of document

This document describes Dundee City Council's position on assessing and addressing literacy difficulties including dyslexia. This document aims to promote a shared understanding of terminology, roles and processes relating to literacy development with particular reference to dyslexia.

Alongside this, the aim is for staff in school to feel confident and competent in their own role of assessment and intervention, their consultations with colleagues in school and other agencies and in their conversations with parents. This guidelines reflect good practice as outlined in Scotland's "Addressing Dyslexia Toolkit: for the identification and support of learners exhibiting literacy difficulties" which can be found here:

<http://www.addressingdyslexia.org/>

Introduction

Any guidance on assessment and support for learners in Dundee is necessarily consistent with the national requirements of the Scottish Qualifications Authority. Effective implementation, however, goes well beyond these requirements and consequently applies to all ages, all stages and for all departments throughout all schools across Dundee City. The following guidance is consistent with tracking systems which would be used routinely by schools to monitor the needs and the progress of all their pupils. The approach described will fit, therefore, within a framework of assessment and intervention in its widest sense and will be consistent with Dundee City Council Supporting Learning Policy and Guidelines https://www.dundee.gov.uk/sites/default/files/publications/Supporting_Learners_Policy_Framework_2017_0.pdf

Its effective implementation, by all members of teaching staff, will contribute to ensuring consistency, equality and inclusion throughout and across the city's schools.

Application of principles of supporting learning policy

In line with overall Authority principles and guidelines for educational assessment,

- assessment is an ongoing interactive, contextualised process which informs teaching and learning
- school staff, at both Primary and Secondary stages, are vigilant and proactive in identifying the barriers to learning and additional support needs of individual pupils

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- appropriate arrangements for the assessment of pupils' output and understanding are consequently identified to ensure pupils have "an equal opportunity to demonstrate their skills and abilities to the fullest" ¹
- such assessment arrangements apply for some pupils at all stages of their education
- staff are thorough and systematic in providing pupils with training and experience of these assessment arrangements and in monitoring outcomes of training and experience
- related assessment and intervention information is clearly recorded and well communicated between classes and between stages
- support required and provided within the daily teaching and learning situation will be built into any future National Assessment arrangements.

What is dyslexia?

The term dyslexia means different things to different people and can be a source of worry to parents, pupils and staff. Because of this, it is important to work in partnership for clarity and shared understanding, seeing the issues of dyslexia within the whole field of literacy development. Currently, there is a range of definitions with regard to dyslexia which can lead to confusion for pupils, parents and staff.

The Scottish Government give the following definition which is used in the Addressing Dyslexia Toolkit:

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* <http://addressingdyslexia.org/what-dyslexia>

Currently in Dundee, we are using the British Psychological Society's (BPS) definition

"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

¹ SQA Guidance

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implies that the problem is severe and persistent despite appropriate learning opportunities." (BPS, 1999).

With the re-launch of the Addressing Dyslexia Toolkit (2017) as the key guidance for all teachers, careful consideration has been given to whether we should move to the broader Scottish definition. The preference of the Literacy Strategy Group is to continue to use the BPS definition in conjunction with the Scottish Government definition for the following reasons:

- It is based on a comprehensive review of research and practice which has been supported since its publication in 1999.
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- The focus on difficulties at the "word" level concurs with the large consensus amongst researchers that severe reading difficulties arise due to the failure to read words out of the context. "Phonological processing" difficulties are core to most scientific hypotheses about the causes of dyslexia and associated difficulties in: processing the sounds in speech; linking speech sounds to written letters; and short and working memory clearly have an impact on word reading and spelling.
- It is consistent with the [Simple Model of Reading](#) which informs Dundee's Literacy Strategy
- It complements the Scottish Government definition but provides a basis for identifying those children at the extreme end of the continuum whose difficulties are severe and persistent despite appropriate learning. As such, The BPS definition can be used with the staged assessment approach outlined in the Toolkit.
- it provides additional clarity for parent/carers, professionals and the child or young person.

Dundee Literacy Strategy group recognises that dyslexia exists as a continuum and an important consideration is the severity of the **impact** on the individual learner. It is a hereditary, lifelong, neuro-developmental condition and if it is not identified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour and low achievement.

Does dyslexia include other difficulties?

As noted above, Dyslexia is often associated with other difficulties including:

- Language processing, including sounds
- Working memory
- Number skills
- Motor skills, co-ordination and balance
- Organisational skills
- Sequencing and directionality

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All aspects of reading and writing are commonly affected (e.g. understanding text, recording ideas). This has implications across the school curriculum.

Faced with these difficulties, the child can become frustrated and lacking in confidence. Often their behaviour gives us clues to how they are feeling.

It is important to remember that the pattern and severity of these difficulties will vary from child to child and the impact of these difficulties may change over time.

Does having dyslexia mean that pupils are otherwise very intelligent?

Taking a common-sense view, we may be more surprised to find that a child who is able in other areas is having difficulty in learning to read and/or spell. However, the ability to decode words is not determined by intelligence, therefore, if a child has difficulty reading words they can be described as dyslexic, irrespective of their ability in other areas. Individual differences between children will, however, determine the type of support needed to help them make progress. (It is really important to harness their strengths; many children who experience a dyslexic difficulty will have identified strengths in other areas of learning.)

Is there a test for dyslexia?

There is no single, agreed test for dyslexia. Some people working within the field of dyslexia will carry out a range of psychological and educational tests in order to make a diagnosis. However, the approach taken by Dundee and recommended in the Assessing Dyslexia Toolkit is to:

- gather information regarding the child's strengths and difficulties
- identify how all involved can contribute to meeting the child's needs

What does this process of gathering information (i.e. assessment) look like?

The Dundee City Council Pathway for the Identification and Support of Literacy Difficulties Including Dyslexia gives a detailed overview of the assessment process referencing the National toolkit.

This process begins with a conversation around the progress the child is making with regard to fluent reading and/or spelling. The conversation will be initiated when someone expresses a concern about the child's progress. This conversation will highlight the child's literacy skills; where there are gaps in learning or where the child is experiencing difficulty.

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Teachers in Dundee have access to Addressing Barriers to Learning (ABLe), a framework for the detailed assessment of Additional Support Needs, including dyslexia (www.ableschools.org.uk) The ABLe framework may be used to support discussion around the nature of the difficulties being experienced by the child. The conversation will also take account of the following potentially relevant factors:

- previous difficulties the child has experienced with word reading and/or spelling
- the impact on the child's ability to access the curriculum
- the child's image of him/her self as a learner
- effectiveness of previous teaching/ learning experiences
- family factors
- sensory issues - hearing, vision and movement
- health issues
- peer relationships

Does the school take account of independent assessments?

Some parents choose to pay for an assessment to be done privately. The results can inform the bigger picture but it is essential that there is a focus on how the child/young person performs within the school context.

In addition, the Additional Support for Learning (Education) (Scotland) Act of 2004 allows any child or young person for whom the education authority is responsible, or their parent, to seek assessment to establish whether the child or young person has additional support needs and how to make appropriate provision to support these.

This recognition within the Act ensures that appropriate assessment is required to be provided within the child's school and Local Authority. Any independent assessment pursued by parents/carers should therefore be seen as their personal choice and additional to, not instead of, current local provision.

Is it dyslexia?

The information which is gathered helps those involved come to a conclusion based on the definition of dyslexia above and plan appropriate support. If the joint decision of all involved is that the definition has been met, then the child can be described as having dyslexia. Regardless of whether the term dyslexia is applied, the assessment process should also address the question:

- What methods/approaches work best in helping this child to make progress?

What happens next?

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We know a lot about the best ways to teach reading and spelling. This knowledge, together with the information about the child's strengths, difficulties and what works best for them, helps us to plan a programme of support. This will be reviewed after an agreed time.

ABLe can support the process of planning through the completion of the learning plan. Other resources may also be used in the planning and intervention process e.g. the "Assessing Dyslexia" toolkit <http://www.addressingdyslexia.org/> mentioned previously.

How are the child's learning needs met in school?

Support will be provided which is appropriate to the age and stage of the child. The level of support provided is determined by the nature and extent of the individual's needs and can be made available at the class, school and/or city level. There are also strategies which can be carried out at home.

Interventions at:

- **individual level** might include coaching for specific skills and strategies which could include playing games at home
- **class** level might include differentiation of work; work within a small group; alternative presentation methods for the pupil's work; help from support staff
- **school** level might include liaison, consultation and support by Support for Learning staff, other support staff and/or staff from Educational Psychology; Multi-sensory/ Bilingual Pupil Support Service; School Community Support Service
- **city** level might include support provided by colleagues from other agencies such as: Social Work, NHS Tayside Health Board, voluntary agencies.

Planning for the provision of additional support can be done through whole class and/or individualised planning. Some of the planning documents used by staff in Dundee schools include:

- whole class planning
- ABLe plans
- Single Child's Plans

What can parents/carers do to help their child?

Parents/carers have important information about their child's development so it is essential that they are involved in the assessment process. They may be invited to lead or encourage certain activities at home as part of their child's programme of support. One of the most important things they can do is to read to/with their child and give plenty of encouragement.

How will parents/carers be kept informed of progress?

Parents and carers will be kept informed of their child's progress through the standard provision of parent evenings and formal reports. In addition, where it is deemed necessary to plan provision for the pupil through individualised planning, school staff will organise planning and review meetings at regular intervals.

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Within Early Years settings and primary schools, the first point of contact for any parent/ carer would be the Head Teacher.

Within secondary schools, the first point of contact for any parent/ carer would usually be the Guidance teacher or Principal Teacher, Support for Learning.

Information sharing at transition

There is a process of transition planning in place each time pupils with additional support needs change from one sector to the next: nursery to primary; primary to secondary; secondary to post school. Similarly, transition planning takes place as children and young people progress from one stage to the next within each of these three sectors.

Transition planning for pupils with additional support needs moving from primary to secondary will begin during P6. All relevant adults around the child will be involved in reviewing the pupil's strengths and development needs; noting successful support strategies; seeking the view of the child and the parent or carer. A recommendation will be made with regard to the nature of provision and extent of the package of support required by the child so he or she can make the transition to secondary school as smoothly as possible. The record of such a transition planning meeting will be made available to the secondary school; in addition, examples of the child's work may also be provided along with any formal academic assessment. Any relevant information from other agencies should also be highlighted to the receiving secondary school.

What kind of support might be provided in the secondary school?

This transition process allows strategies used successfully in primary to continue to be in place in secondary for as long as they continue to be helpful. If, for example, a pupil expressed preference in primary school not to be asked to read aloud, this should be made known to secondary staff and shared with subject teachers so this continues to be an option for that pupil. Access to Information Technology can compensate for underlying difficulties with literacy. Specific consideration of appropriate assessment arrangements will continue in class and will be put in place for any formal assessment or external exams.

In common with all teaching and support staff within the Education Department, secondary school departments have access to a programme of continuing professional development which provides courses and training with regard to the wide range of additional support needs, including dyslexia. Such courses are offered by training providers at both local and national levels.

Will dyslexic pupils get help in their exams?

All pupils with significant additional support needs (irrespective of whether they have a diagnosis or label of dyslexia) should experience assessment arrangements which give them an equal chance to show what they know and can do

(<https://www.sqa.org.uk/sqa/14976.html>).

In most cases, the pupil should be able to use their normal way of working. For example, if the pupil has needed to use a word processor or has needed a scribe to overcome writing

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difficulties, they should have the use of a word processor or a scribe in assessments or examinations.

The pupil may not automatically get an individualised assessment arrangement just because they are dyslexic - they may not need one. Their individual needs and successful strategies will determine whether or not they need particular assessment arrangements.

The arrangements are not concessions to make the assessment or examination easier - they just allow the pupil to show their knowledge and skills. So, in order to use these arrangements in external exams, the school needs to provide the Scottish Qualifications Authority (SQA) with evidence for each pupil that the arrangements are fair, reasonable and necessary.

Who else will know they receive such help?

The pupil and his/ her parent(s)/ carer(s); members of school staff who organise and provide the support and the invigilators who supervise the exams; administrative staff in schools who submit the records required to SQA; the colleagues who mark the exam scripts and those who moderate within the subject will all necessarily be aware of the difficulty and the consequent assessment arrangements.

There is no notification on a pupil's certificate from SQA to show that particular exam arrangements have been provided. This allows the individual pupil to make their own decisions about how to share that information appropriately.

How can continued support be guaranteed after school? (e.g. at college or university)

The continuing support needs of the young person are discussed as part of their post-school transition process, which begins in S3.

The label of dyslexia is not necessary for accessing support while the child attends school because support will be provided to overcome their barrier(s) to learning however they are described. Parents and carers are often anxious, however, that such support will not continue beyond school given that some colleges and universities require such a label. In Dundee, we suggest that where it is helpful, the school drafts a letter in partnership with the educational psychologist that describes the young person's needs, strategies and makes reference to the definition of dyslexia stated above, where appropriate.

If/When an educational psychologist is involved, what is their role?

If/when an educational psychologist becomes involved in supporting a child it is to help clarify concerns, identify necessary resources and elicit possible solutions within a co-operative and multi-disciplinary framework. Dundee's Educational Psychology Service (DEPS) has, as a consequence and in line with other EP services across Scotland, moved away from individual, isolated, non-contextual assessment methods. Current problem-solving approaches emphasise the value of effective, least-intrusive interventions at the earliest practical stage and are therefore preventative in their focus. The guidance contained in this leaflet is endorsed by DEPS as reflecting effective and preventative practice.

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It is not necessary for a school to involve an educational psychologist in carrying out a separate dyslexia assessment. Ways in which DEPS provides support and advice regarding dyslexia include:

- providing an informed outsider's view on the process of assessment
- offering advice on next steps
- helping school teams to apply the education service guidelines
- validating assessment arrangements for SQA exams
- supporting transitions between schools or onto Higher Education

In some cases, the parent or school may ask the psychologist to do more direct work with a pupil. Before undertaking any direct work with a child, the psychologist, along with appropriate school staff, would discuss this with the parent/carer and the child to establish a shared understanding of what would be appropriate next steps for all involved.

Appendix 5 Literacy Progression Frameworks

Internal Link	External Link	'1st Level 1.1 SM.docx'
Internal Link	External Link	'1st Level 1.2 SM.docx'
Internal Link	External Link	'1st Level 1.3 SM.docx'
Internal Link	External Link	'2nd Level 2.1 SM.docx'
Internal Link	External Link	'2nd Level 2.2 SM.docx'
Internal Link	External Link	'2nd Level 2.3 SM.docx'
Internal Link	External Link	'3rd Level 3.1 SM.docx'
Internal Link	External Link	'3rd Level 3.2 SM.docx'
Internal Link	External Link	'3rd Level 3.3 SM.docx'
Internal Link	External Link	'Early Level 0.1 SM.docx'
Internal Link	External Link	'Early Level 0.2 SM.docx'
Internal Link	External Link	'Early Level 0.3 SM.docx'
Internal Link	External Link	'Dundee Literacy GRAMMAR Early- Second Level (1).docx'
Internal Link	External Link	'DCC Spelling Progression - Early to Second Level.pdf'

Appendix 6 Assessments

The most important assessment information is gained from ongoing assessment and observation in school. As soon as there is a concern with pupil progress in literacy these concerns should be explored and adjustments and/or interventions put in place straight away. The learner's response to these adjustments/ interventions will also form part of the assessment information. While some interventions may be short-term to plug a knowledge or skills gap, others may need to be sustained, eg to retain accuracy or fluency. Sue Ellis cautions against seeing early intervention as a one-off vaccine. Many pupils who need interventions will require sustained support. This is very likely to be the case in learners with memory difficulties.

In addition to observation, consideration of

- the pupil's work (including existing ongoing assessments such as RWI Phonics and Fresh Start Assessments);
- current teaching and learning experiences;
- the child's chronology;
- teacher judgement in line with DCC Children and Families Service Literacy Progression Frameworks;
- the efficacy of previous intervention;

may be helpful for informing next steps.

Often this will be enough. In some cases, standardised assessments can be used to answer specific questions that you may still have. Careful consideration should be given before any additional assessment is undertaken and the purpose of this additional assessment should be very clear. There is no need to carry out a raft of assessments 'just in case' or because they are available. When working with pupils who have literacy difficulties, long and detailed assessments can be dispiriting and may be unnecessary.

The following standardised assessments are commonly used in Dundee Schools and by Dundee Educational Psychology Service (DEPS). In addition to offering detailed assessment information, they also offer a shared understanding between schools and across sectors.

If you need help to analyse your existing assessment information and to determine whether (and which) further assessments might be helpful, contact your link Educational Psychologist or the Literacy Education Support Officers.

Standardised assessments Standardised scores and centiles are more reliable than reading/spelling ages for both for both exploring where pupils sit on a normal distribution of learners as well as measuring response to intervention.

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Please check that you are using the most up to date version of any standardised assessment.

	Use for	Notes
Test of Word Reading Efficiency (TOWRE2) Every Secondary School has a copy of this (purchased by the authority in 2018). Many primary schools have purchased their own copy. It is also available to borrow from DEPS.	Understanding reading development and possible barriers. (Notes in Examiner's manual) Quickly ascertaining if pupils have difficulty decoding and allows consideration of both accuracy and speed at word level. To clarify what strategies a child is using/has been taught. (Discrepancy between sight word and phonemic word lists in the test.) To check the impact of decoding and/or fluency interventions.	At the time of writing, TOWRE 2 is the most up to date version of this assessment. It is extremely useful as a quick indication of reading ability at Word Level. Analysed with knowledge of the learning to read programme it can help pinpoint areas for intervention or can help indicate if a more detailed, standardised assessment is needed. It can also be repeated up to 3-4 times in a year to check the success of intervention to improve decoding and fluency.
York Assessment of Reading Comprehension (YARC) Primary and Secondary versions.) In Dundee every school has a copy of the (purchased in 2018 by the Authority) . It is a detailed assessment and can provide rich information when formulating interventions.	This assessment suite allows you to carry out detailed assessments in the areas of phonological awareness*, early word reading*, decoding, fluency and comprehension. *please note that these reading assessments are only standardised to.. XXXX It can be used diagnostically beyond that. To provide rich information for formulating interventions. To check efficacy the impact of decoding, fluency and/or comprehension interventions. As a measurement tool for improvement projects (sampling)	In Dundee every school has a copy of this assessment (First Edition) (purchased in 2018 by the Authority.) Analysed with knowledge of the learning to read programme it can help pinpoint areas where a pupils has gaps in learning and applying phonics.
BPVS (3rd Edition)	Can help in assessing receptive (hearing) vocabulary of 3-16 year olds.	
Graded Word Spelling Test	Identifying spelling errors to allow for analysis and intervention.	Use DCC Children and Families Service Literacy Progression Framework -Spelling Supplement to

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	<p>Can be done at class level.</p> <p>As it is handwritten it can give insight into other factors that can improve/impede spelling ability.</p> <p>Can measure a response to intervention over time.</p>	<p>design intervention/improve spelling pathway in school.</p>
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Schools may choose to use other standardised assessments. Before doing so, check

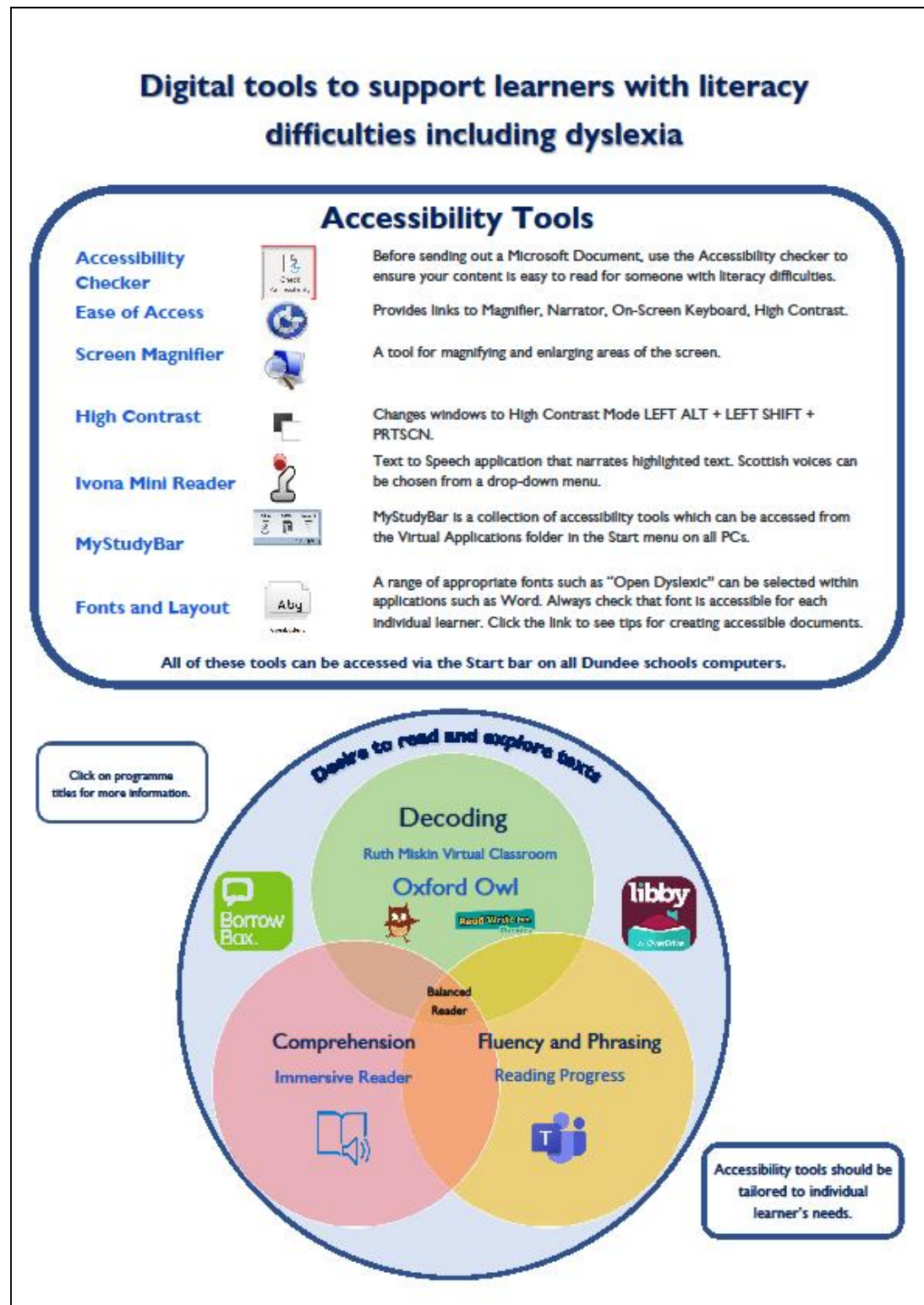
- Will the assessment provide any extra relevant information that is not already available?
- Is the assessment up-to-date? eg A comprehension text that uses words like frock, father, mother may be outdated in both language and context and this will impede comprehension. A word level assessment that is assessing clusters of sounds (str spl etc) is assessing the way phonics may have been taught in Dundee prior to 2013.

All pupils learning to read in primary schools use the **RWI Phonics Assessment** at least 4 times per year. In addition to flagging literacy difficulties for individual learners, schools may perceive patterns of difficulty. This could well to do with the teaching rather than the learning. (pathways/skill and confidence of teacher/




Assessments can also offer insights in to difficulties within the system/pathways/curriculum design.

Appendix 7 Digital Tools to support learners with literacy difficulties including dyslexia

[Internal Link](#) [External Link](#) 'literacy difficulties final.pdf'



Appendix 8 Collaborative Assessment Summary [Internal Link](#) [External Link](#) 'CollaborativeAssessmentSummaryForm.docx

Insert School/authority logo	Collaborative Assessment Summary Holistic overview for Identification of Literacy Difficulties including Dyslexia				  		
Date		School		TATC meeting held to consider evidence on _____ Outcome of meeting identification of dyslexia? Yes/No/Further assessment and intervention required.			
Name			Date of birth				
Year and Class			Chronological age				
Sources of evidence		Comments – Provide a short summary of findings		Strengths identified	Areas for development	Suggested interventions and support – Including SQA Assessment Arrangements for course work and examinations	
Chronology							
Language (including bilingualism)							
Hearing/Vision/Motor Skills							
Attendance							
Learner’s views on their experiences eg Pupil Checklist Questionnaire							
Parent/carer’s views on their experiences eg Parental Checklist							
Observation - information from home							
Observation - information from class							
Curricular assessments (eg CfE levels, RWI assessments)							
Examples of class work							
Reading - Consideration of Balanced Reader Lenses							
Writing - Consideration of Balanced Writing Lenses							
Use of ABLe Framework							
Standardised assessments							
Additional comments							