
NORTH AYRSHIRE COUNCIL

1 May 2018

Cabinet

Title: North Ayrshire Education and Youth Employment Policy on the Assessment of Dyslexia and Literacy Needs

Purpose: Cabinet consider the content of the report and endorse the attached draft policy.

Recommendation: That Cabinet:
a) notes the content of the report, and
b) Agrees to support a formal launch of the policy and appropriate communication strategy.

1. Executive Summary

- 1.1 As part of the cyclical quality improvement process within Education and Youth Employment, a need to update policy and practice on the assessment of dyslexia and literacy needs was identified. The previous brief guidance was written in 2010 and required to be updated to be consistent with recent national policy guidance.
- 1.2 A working group has developed a detailed and robust policy, which emphasises the need to conduct high quality assessment, deliver effective learning and teaching, as well as, ensuring that parents/carers and children and young people are involved in the assessment process.
- 1.3 Significant consultation has taken place with parents and adjustments have been made to policy guidance.
- 1.4 The policy, when approved will be implemented in full, and its impact on positive outcomes for children and families will be maximised through effective communication, and ongoing self-evaluation.

2. Background

- 2.1 Previous dyslexia guidance for North Ayrshire schools was issued in 2010. That guidance consisted of a short information leaflet aimed both at schools and parents. Assessment was, at that time, not a core area of focus and wasn't effectively highlighted or explained within the document.

- 2.2 The ongoing cycle of quality improvement visits to school identified significant practice variations across the authority. Practice variations across our education establishments had grown since the development of the 2010 guidelines as they provided limited clarity for practitioners, parents and partners on our approaches to assessment and intervention strategies. Indeed the previous policy didn't focus on identification of specific literacy needs which dyslexia is one.
- 2.3 A range of development work had been undertaken previously in North Ayrshire, and there was some identified strong practice, but this did not lead to a consistent level of understanding and set of expectations for school, Head of Establishments, carers and young people.
- 2.4 SEEMIS data showed differential patterns in identification in different localities. Overall identification in North Ayrshire within the school population is 4.1%, higher than the national average. However, included in these figures were some children who are identified as having "dyslexic tendencies". Some practice identified overuse of a narrow range of assessment tools, and a need to support confidence in professional judgement through a clear assessment process. Research evidence would suggest that identification is most effective when supported by high quality intervention including effective learning and teaching.
- 2.5 It was decided that a fresh of current policy was required that would ensure a robust assessment process, and that children/ young person and families views were at the centre of our assessment approach.
- 2.6 A working party was established within Education and Youth Employment to devise a policy on the assessment of dyslexia and literacy needs. The key focus was to provide a clear definition of dyslexia, to set the policy in legislative context, to ensure a focus on effective learning and teaching, and to set out a clear assessment process.
- 2.7 In addition, the recording process has been clarified and interventions strategies specified. The policy is evidence based but highly practical through the introduction of comprehensive set of resources attached as a set of appendices to support practice. The work of the group was aided by looking outwards and reviewing best practice from across Scotland as well as benchmarking against recent policy developments in Scottish Education.
- 2.8 The policy writing group has involved a wide range of educational practitioners including school staff, Educational Psychologists, and Early Learning and Childcare Co-ordinator. Wider consultation took place with the family learning team.
- 2.9 Parental consultation has been at the heart of the development of this policy. It is the intention of the Education and Youth Employment Directorate to work closely with its full range of partners to consider how to support literacy and dyslexia across our communities and all age ranges.
- 2.10 The policy in draft form has been shared with schools, via Head Teacher Meetings, and follow up training. The draft policy was also shared with the Council's Leadership Team during one of their regular development sessions. Psychological Services have also benchmarked teacher confidence in identification and intervention which has resulted in a

renewed confidence in our staff teams to identify and support pupils experiencing literacy difficulties.

- 2.11 Further training is planned to support effective implementation of literacy assessment and intervention. This will include joint working between Psychological Services, the Professional Learning Academy and schools.

3. Proposals

- 3.1 Endorse the attached policy.
- 3.2 Support a launch and communication strategy.

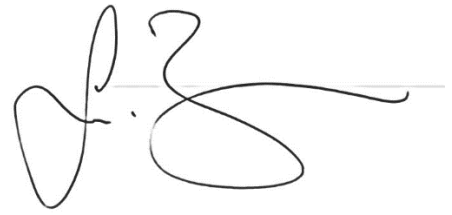
4. Implications

| | |
|--|---|
| Financial: | There is no financial implication for the Council. |
| Human Resources: | There are no human resources implications for this paper. |
| Legal: | There are no legal issues arising from the content of this paper. It supports EYE's approach to meeting learner needs and complying with The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). |
| Equality: | This paper supports compliance with the Equality Act 2010. |
| Children and Young People: | N/A |
| Environmental & Sustainability: | There are no environmental or sustainability issues arising as a result of this paper. |
| Key Priorities: | <ul style="list-style-type: none">• Priority 1: We are reducing inequalities and delivering improved outcomes for children and young people.• Priority 3: Ensuring Education and Youth Employment Directorate: Directorate Plan 2015-2018• North Ayrshire Council Plan 2015-2020• People have the right skills for learning, life and work |
| Community Benefits: | N/A |

5. Consultation

- 5.1 A consultation has been held with a large group of parents. 261 parents indicated they wished to take part, and 115 attended on the day.
- 5.2 Parents welcomed key aspects of the draft policy such as a clearer assessment framework and clear advice for parents. Suggestions for improvements were made, and comments

were made that reinforced Education and Youth Employment's self-evaluation of practice in the area, and further informed next steps.

A handwritten signature in black ink, consisting of a large, stylized 'J' followed by a series of loops and a long horizontal stroke extending to the right.

John Butcher
Executive Director, Education and Youth Employment

For further information please contact John Butcher on 01294 324411.

Background Papers

N/A

DRAFT

Policy on the Assessment of Dyslexia and Literacy Needs

NORTH AYRSHIRE POLICY ON THE ASSESSMENT OF DYSLEXIA AND LITERACY NEEDS

DRAFT

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| By Owen Charles and Kayla Orr Kilwinning Academy |
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ACKNOWLEDGEMENTS:

Generation of this policy was made possible with the support and expertise of a number of individuals and organisations. Thanks to all.

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The work of the group was supported by an outwards focus on recent policy development in other contexts across Scotland:

East Ayrshire Council
Dundee City Council
Fife Council
Glasgow City Council
Inverclyde Council
South Ayrshire Council
Stirling Council

1. INTRODUCTION

“Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.” (Curriculum for Excellence: Literacy Across Learning Principles and Practice, p.1)

- 1.1 There is a need to improve outcomes for children and young people with dyslexia. The “Making Sense” review evidenced the attainment gap between children and young people with dyslexia/literacy difficulties and those without, and highlighted that this is an area for improvement.

(www.educationscotland.gov.uk/resources/r/routemapdyslexia.asp)

- 1.2 In North Ayrshire we are committed to raising attainment for all, through high quality learning and teaching approaches and that offer the right support at the right time for those in need. This involves establishing a consistent approach in identifying and supporting dyslexia and literacy difficulties.
- 1.3 The following policy is intended to support and develop a consistent approach across all North Ayrshire establishments in line with National Guidance on Inclusive Practice. Whilst this policy provides a definition of dyslexia it also recognises that a focus on effective learning and teaching for all is paramount. The prime focus should be on meeting needs, whether dyslexia has been identified or not (Rose review, 2009).

2. DEFINING DYSLEXIA

- 2.1 Dyslexia is complex. Literacy difficulties exist on a continuum and there is no clear or absolute cut off point where a child or young person can be said to have dyslexia. Many children and young people have dyslexia and this occurs in individuals with all levels of intellectual ability. North Ayrshire supports the British Psychological Society working definition of dyslexia, stating that dyslexia is

‘... evident when accurate and fluent 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, 1999)

That said, North Ayrshire is mindful of the following working definition of dyslexia, developed by the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament:

*‘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.

2.2 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.

2.3 Dyslexia exists in all cultures and across a range of abilities and socio-economic backgrounds. It is a hereditary, life-long, neurodevelopmental condition. Learners with dyslexia will benefit from early identification of literacy difficulties, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

(<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL/dyslexia>)

For further information on the potential impact of dyslexia and the importance of supporting difficulties see Appendix 1.

It is essential to recognise the following:

‘what matters most is that children’s difficulties with literacy learning are identified and addressed in ways that promote progress, whether or not they are described in terms of ‘dyslexia.’

(Rose Review 2009).

3. LEGISLATIVE AND POLICY CONTEXT

Scottish legislation and policy supports identification of additional support needs and inclusion, as detailed below:

3.1 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)

The Education (Additional Support for Learning) (Scotland) Act 2004 aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their fullest potential. Under this Act, any child who needs more or different support to what is normally provided

in schools is said to have “additional support needs”. The ASL Act encourages Local Authorities to identify children with additional support needs and promotes collaborative working among all those supporting children and young people. The ASL act also noted that a need for additional support may arise where the learning environment is a factor, in addition to family circumstances, disability or health needs and social and emotional factors. The code set out that there is a need for the ethos and relationships in the school, inflexible curricular arrangement and approaches to learning and teaching need to be appropriate and take into account the additional support needs of the child.

3.2 The Equality Act 2010

Dyslexia is a Specific Learning Difficulty and a recognised disability under the Equality Act (formerly the Disability Discrimination Act).

3.3 The Children and Young People (Scotland) Act 2014

Taking a holistic view of the wellbeing of children and young people is at the heart of Getting it Right of Every Child (GIRFEC), which has its origins in the United Nations Convention on the Rights of the Child (UNCRC). The Act requires the promotion, support and safeguarding of wellbeing as a common approach across all services engaging with children and families. A holistic assessment of wellbeing would consider how safe, healthy, achieving nurtured, active, responsible, respected and included a child or young person is and the relationship between achievement and wellbeing must be considered when the assessment process is completed.

3.4 Curriculum for Excellence (CfE, 2004)

CfE is an inclusive curriculum from 3 to 18 wherever learning is taking place. All children and young people are entitled to personalised support to meet their learning needs and this universal aspect should be reflected in designing learning experiences. Developing and reinforcing young people's literacy skills is the responsibility of all across CfE and all practitioners/teachers can make important contributions to developing and reinforcing children and young people's literacy skills.

3.5 How Good is Our School (HGIOS 4)

How good is our school is designed to promote effective self –evaluation at the establishment level, and reflects the current context within which schools now operate. It has established clear quality indicators for learning provision, as well as for leadership and management and successes and achievements.

HGIOS 4 sets out a clear quality indicator for learning, teaching and assessment that focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful, and the effective use of assessment by staff and

learners to ensure children and young people maximise their successes and achievements.

How Good is Our Early Learning and Childcare (HGIOELC) sets out similar high expectations for learning, teaching and assessment standards in our Early Years Centres.

4. EFFECTIVE LEARNING AND TEACHING

4.1 Effective learning and teaching addresses the needs of all learners whether they are dyslexic or not. Support for all learners begins within the classroom and is provided by classroom teachers who hold the main responsibility for nurturing, educating and meeting the needs of all learners in their class, working in partnership with support staff to plan, deliver and review curriculum programmes.

4.2 Effective learning and teaching happens when teachers have high expectations of all learners, when learning intentions and success criteria are explicit, teachers know every child's level of progress on the journey from his/her starting point toward attaining the success criteria, and what needs to occur to help the child move closer to meeting the success criteria.

Effective learning and teaching happens in a literacy rich environment. Providing a literacy rich environment for learners emphasises the importance of reading, writing, talking and listening. This involves the selection of materials that will facilitate language and literacy opportunities for all. The learning environment should stimulate all learners, providing opportunities for them to engage in literacy rich activities, reflection and thought. An abundance of high quality literacy materials should be easily accessible, and on display at child height, to support learners in achieving their targets.

4.3 There is evidence that motivation to engage in the learning process can develop despite difficulties when children are given effective feed-back, and encouraged to enjoy the challenge of learning and develop growth mindsets. (<http://www.mindsetonline.com>)

4.4 Research indicates that it is especially important to keep expectations high for children who have been identified with an identified Additional Support Need.

4.5 The Rose report (2009) reported that children with literacy difficulties particularly benefit from teaching that adheres to the following principles: highly structured, 'little and often', using graphic representation, allowing time for reinforcement and encouraging generalisation.

Furthermore, Hall and Harding (2003) summarised effective learning and teaching of literacy as involving strategies such as:

- Scaffolding, where support in learning is initially provided by the teacher and then gradually withdrawn as the pupil gains in confidence
- Integrating reading with writing

- Differentiation of instruction and having excellent classroom management skills.
- Being alert to children's progress, intervening and using the appropriate method to meet the child's instructional needs
- Balancing direct teaching of skills and real life literacy activities.
- Teaching meta-cognitive strategies
- Promoting pupil engagement
- Building links with parents/carers and the local community e.g. via the promotion of Paired Reading approaches

It is essential to remember that teaching methods addressing word reading and spelling difficulties remain in essence the same whether or not the word 'dyslexia' is used (Reason and Stothard 2013)

5. THE ASSESSMENT PROCESS

- 5.1 There are some children who, despite good teaching, find it very difficult to develop the skills necessary for fluent reading, writing and / or spelling. Even with extra support from the teacher, the progress they make is slow and often inconsistent. Effective classroom assessment and intervention seeks to clarify the nature of difficulties, identify barriers to achievement and implement approaches to overcome those barriers.

For detail and visual representation of the North Ayrshire Dyslexia and Literacy Needs Assessment Process, please refer to Appendix 2.

- 5.2 In terms of identification of dyslexia, it is important to note that there is **no one test for dyslexia**, rather, collaborative assessment should take place over time and involve careful evaluation of a child/young person's response to teaching and targeted intervention.
- 5.3 In describing a child or young person as dyslexic, many factors should be taken into account, not simply one score on a reading test viewed in isolation from other factors. Screening tests do not constitute full assessment. Ongoing collaborative assessment should include information from formative assessment, teacher judgement based over time, and teacher observation of performance on a range of tasks within the class. It should fully utilise the contextual informative and formative assessment used to inform learning and teaching approaches.
- 5.4 Examples of further assessment useful in gathering information to inform the collaborative assessment process, including observation checklists and proformas to elicit the child/young person's views, are detailed in Appendices 3 - 5. Information should be collated on the Collaborative Assessment Summary – see Appendix 6.

Some cases will not be clear cut and whether or not to describe a child's/young person's literacy difficulties as dyslexia will be a matter of professional

judgement from the team around the child. Once sufficient evidence is gathered, the collaborative assessment is discussed within a Literacy Consultation Meeting, and recorded on the Literacy Consultation Summary Record – see Appendix 7.

In order to ensure that the process of assessment is robust, reliable and valid, and intervention leads to improved outcomes for pupils, good practice in assessment should be followed. It is essential to place the child or young person at the centre of planning for identification, support and intervention and to ensure that their strengths and views are key focus areas.

STAGED INTERVENTION, ROLES AND RESPONSIBILITIES

North Ayrshire operates a Staged Intervention process – see Appendix 8. The North Ayrshire approach to Identifying Dyslexia and Literacy Needs within the Staged Intervention Framework sets out arrangements for the collaborative approach to assessing dyslexia and literacy needs.

It is the responsibility of the school to identify and assess literacy needs. This means starting early with targeted adjustments to learning and teaching approaches, reviewing progress regularly and building up support where necessary. Class teachers are in the strongest position to identify when needs exist and crucially in providing the information that allows early identification. Each strategy that a teacher uses to help a child make progress in literacy also provides assessment information on what does and does not work for a child (see Appendix 9 for detail on roles and responsibilities of specific members of the school team).

INFORMATION REGARDING PARENT/CARER REQUESTS

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended gives parents /carers the legal right to request appropriate assessment for their child.

When a verbal request has been made to the school the North Ayrshire process should be followed (Appendix 2 – Step 1). Written requests should be infrequent as it is anticipated that parents /carers who approach the school informally would have their concerns acted upon satisfactorily.

It is expected that the Head Teacher (or designate) will respond to verbal and written requests appropriately. The standard authority letter to the parent/carers could be issued, which acknowledges receipt of the request and commencement of the assessment process - see Appendix 10.

Some parental requests will be directed to Education and Youth Employment or directly to psychological services. An appropriate written response with recommended next steps will be offered in these circumstances.

Parents have the right to request specific educational or psychological assessment. Education and Youth Employment views the North Ayrshire dyslexia assessment process as robust and believes it covers all core aspects of thorough dyslexia assessment. The North Ayrshire approach to assessment, will be explained clearly to parents within an Initial Discussion and/ or Literacy Consultation, and there will be negotiation of what this looks like in each particular context.

All evidence collection and reporting back to parents/carers should be completed within a **ten week** period, via either an Initial Discussion and/or a Literacy Consultation Meeting. For some children and young people, further ongoing assessment and review out with this timeframe may be required.

6. RECORDING

- 6.1 The collaborative assessment summary (Appendix 6) should be started before the Initial Discussion/Meeting. If further assessment and intervention is required, it is the responsibility of establishments to hold a Literacy Consultation Meeting. The Literacy Consultation Meeting takes place when there is enough clear and robust collaborative assessment information to inform identification of need and intervention. The Literacy Consultation Summary Record (Appendix 7) should be used to formally record the assessment process and whether or not dyslexia is identified by the School Team.

It is accepted that for some children the nature of their needs will mean that professional meetings held for them have a more holistic focus and the robust discussion held in a Literacy Consultation Meeting will be held in a wider discussion about need. It is important to ensure that in these instances, the robust collaborative assessment framework is maintained and the recording is also robust. Good practice in terms of the identification of literacy need would involve completing the Collaborative Assessment summary and in additional a Literacy Consultation Summary Record.

7. INTERVENTIONS

- 7.1 Interventions to support dyslexia can be at the level of the classroom, the whole school, the child or young person and the parent or carer. Multi-level approaches often result in increased and sustained impact.
- 7.2 In terms of effective literacy teaching, what works is when teachers integrate a range of instructional approaches and resources

"children with dyslexic difficulties particularly benefit from teaching that adheres to the following principles: highly structured, 'little and often', using graphic representation, allowing time for reinforcement and encouraging generalisation" (Rose Review, 2009)

Further information on interventions including a visual representation of whole school, class and individual interventions is detailed in Appendix 11.

Transitions are very important for Dyslexic Learners. Early or timely planning is required to share what works and ensure continuity and progression between stages or breaks in education. Once identification is made, documentation of the need and support strategies is essential. This information needs to be current and passed to next sector, including

- Minutes of Meetings
- Views of Parent/Carer and Pupil
- Examples of Assessments
- Examples of classwork
- Reports from Partner Agencies (if applicable)

For a standard authority letter to colleges and/or universities – see Appendix 12. Please note that the young person should give written consent for the information to be shared with colleges and/or universities.

- 7.4 Advice for Children and Young People – see Appendix 13. The North Ayrshire Dyslexia Guide for Parents/Carers provides information for supporting literacy needs – see Appendix 14.

In addition, there are many links to support parents available via the Dyslexia Toolkit Scotland:

http://www.dyslexiascotland.org.uk/sites/default/files/library/transition_from_primary_to_secondary.pdf

<http://dyslexiascotland.org.uk/addressing-dyslexia-toolkit>

REFERENCES

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www.frameworkforinclusion.org/assessingdyslexia : Addressing Dyslexia Toolkit for Teachers

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Rose, J. (2009). *Identifying and teaching children and young people with dyslexia and literacy difficulties*. London: Department for Education & Skills. Accessible at: www.thedyslexia-spldtrust.org.uk

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL/dyslexia>

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IMPACT OF DYSLEXIA

Literacy difficulty/ Dyslexia can impact upon parents, families and carers who become distressed that their dependents cannot get the support they need. In both children and adults, when literacy difficulty/ dyslexia is unidentified or unsupported the negative impact can be high – children often lose motivation and become frustrated through the stress of trying to learn, not understanding what literacy difficulty/dyslexia is and knowing that they are 'different' to others because they find difficulty in doing what to others are simple tasks.

Common strengths which can be experienced by individuals with dyslexia:

- Can be very creative and enjoy practical tasks
- Can have strong visual thinking skills e.g. seeing and thinking in 3D, visualising a structure from plans
- Can have good verbal skills and good social interaction
- Can be good at problem solving, thinking outside the box, seeing the whole picture.

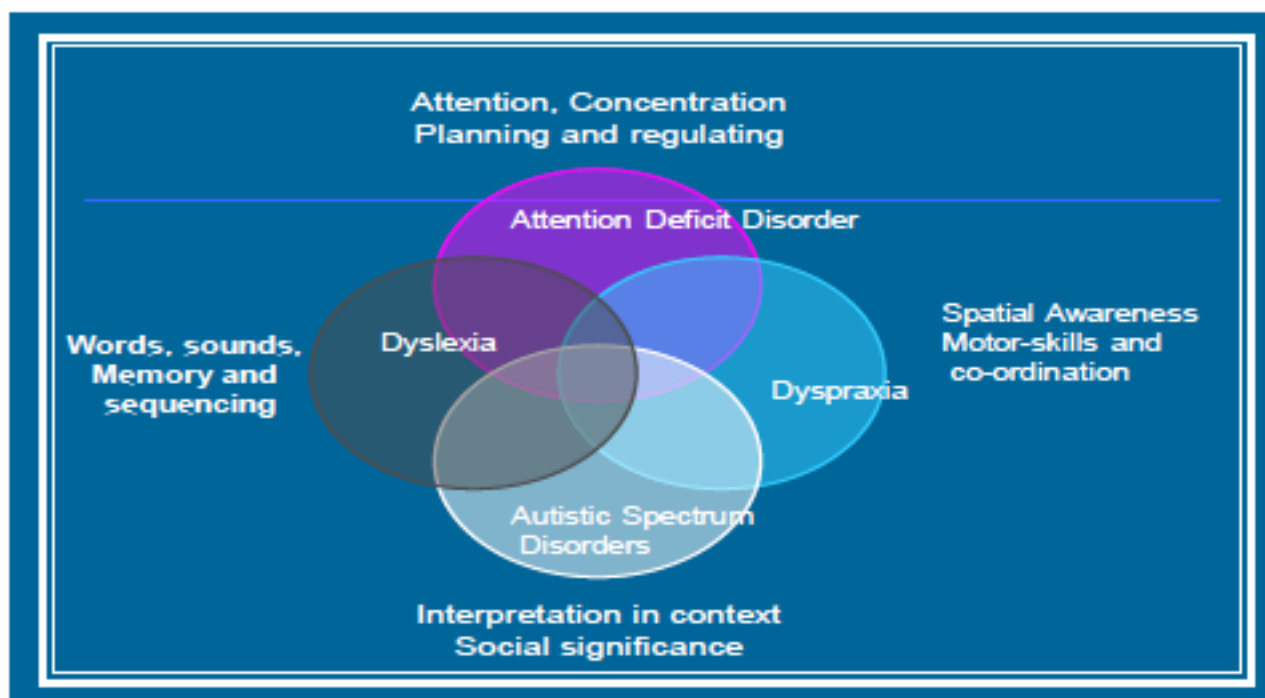
Common areas of difficulty which individuals with literacy difficulties and dyslexia can experience which can impact on their learning

- Phonological Awareness
- Short-term memory
- Working memory
- Naming and labelling
- Processing speed
- Organisation
- Automaticity

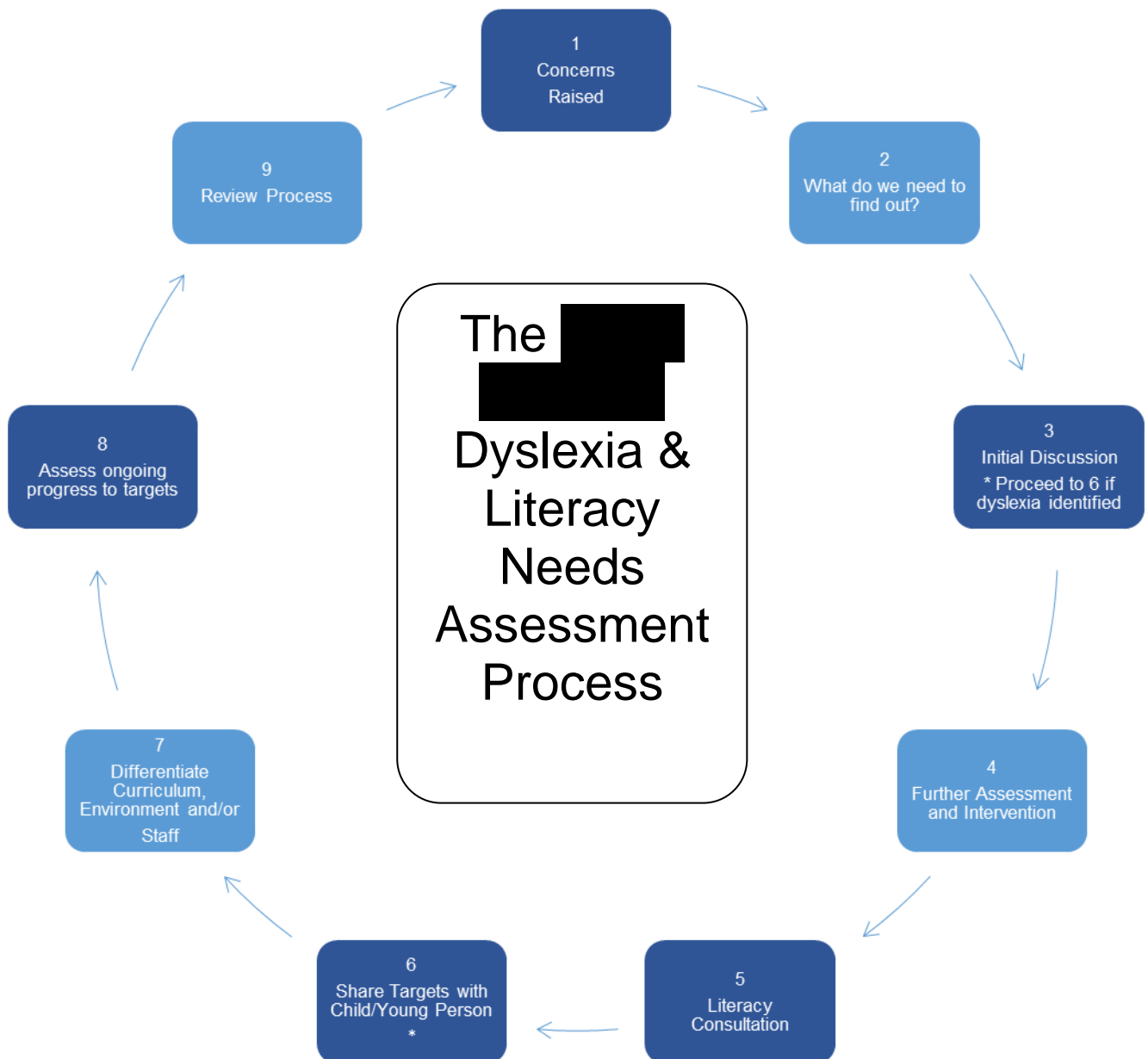
Effective learning and teaching approaches are exemplified within the Addressing Dyslexia Toolkit and the Career Long Professional Learning (CLPL) route map (www.Dyslexiascotland.org.uk)

Dyslexia within a Complex set of Difficulties

There is very often overlap between features of dyslexia and other specific learning difficulties – especially with coordination, and language and communication disorders. Many children have mild features of several disorders. It is essential in the short term to address any barriers to learning positively, rather than wait for this complex set of difficulties to be identified. See following diagram:



APPENDIX 2 THE NORTH AYRSHIRE DYSLEXIA AND LITERACY NEEDS ASSESSMENT PROCESS



1. Concerns raised



- This may be from a teacher or a parent/carer
- Consider whether or not there is need for assessment
- If need for assessment, invite parent to an Initial Discussion

2. What do we need to find out?



- Best practice would suggest that initial assessment may include some or all of the following:
 - Classroom observation of child/young person (ASN coordinator)
 - Samples of the child/young person's work
 - Ongoing school assessment information
 - Hearing and vision checks, if appropriate(NHS)
 - Observation checklist (Class Teacher) (Appendix 4)
 - Record of previous interventions/ impact
 - Staged Intervention paperwork if available

Start to Use Collaborative Assessment Summary (Appendix 6) paperwork to record

3. Initial Discussion

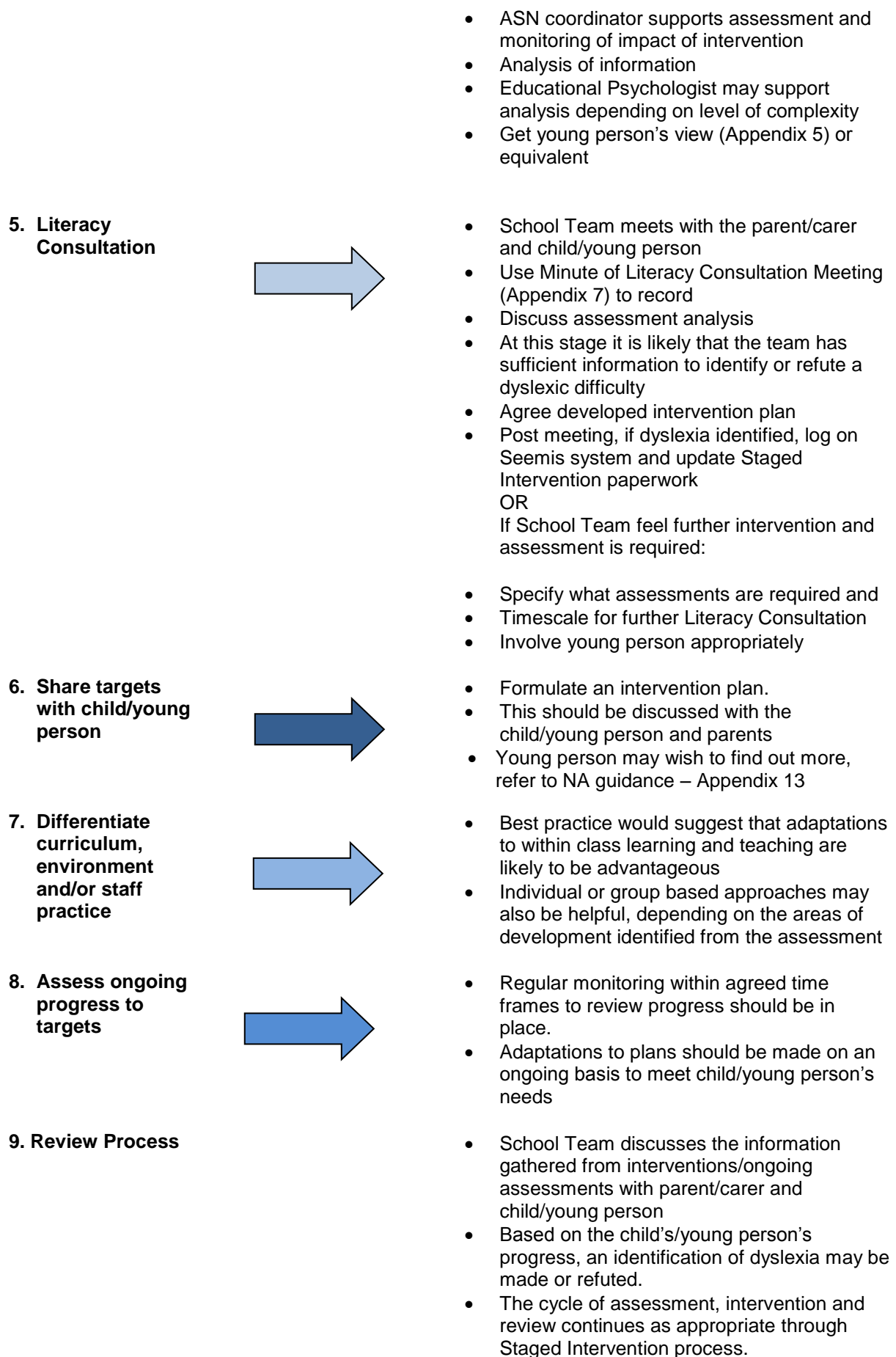


- Head Teacher or designate meets with parent/carer, and class teacher. At secondary Pupil Support PT should be involved
- Pupil should be involved as appropriate
- Use Collaborative Assessment Summary(Appendix 6) to inform discussion of literacy difficulties, areas of strength and next steps e.g. further assessment required
- In most cases further information will be required
- Only when robust and sufficient assessment information available for analysis, and a young person has had period of targeted intervention, do we identify or refute dyslexia, record on Minute of Consultation Summary (Appendix 7)
- Devise an intervention plan that targets areas of need and specifies plan for further assessment
- Agree timescale to review
- If unclear re identification of dyslexia, next review will be a Literacy Consultation and take place within 10 weeks, following more evidence gathering.

4. Further assessment and intervention



- Further contextual assessment information gathered by the class teacher, overseen by the ASN coordinator.
- Fill gaps in current assessment-refer to assessment suggestions
- Use Collaborative Assessment Summary (Appendix 6) to record



APPENDIX 3 ASSESSMENT – GOOD PRACTICE

Building the Curriculum 5 states:

- Above all, assessment needs to meet learners' needs and enable all learners to achieve aspirational goals and maximise their potential.
- Assessment practice should follow and reinforce the curriculum and promote high quality learning and teaching approaches.
- Assessment needs to support learning by engaging learners and providing high quality feedback.
- Assessment approaches should be proportionate and fit for purpose: different forms of assessment are appropriate at different times and in different areas of learning.

With regards to assessing Additional Support Needs such as dyslexia, ASL Act Code of Practice (2009) states:

- Assessment is seen as an on-going process of gathering and making sense of information about a pupil and his or her circumstances.
- The purpose of assessment under the act ultimately is to help identify the actions required to maximise development and learning.
- Assessment is a dynamic process with the pupil at the centre as a result it should not be separated from other aspects of the pupil's life either at school, home or in the community. It will involve discussion with parents and professionals involved with pupil e.g. class teacher and support for learning staff.
- It should build on other assessment information already available. It may involve observation in one or more day-to-day situation and/or individual work with a pupil or young person as required.
- The views of the pupil are integral to the assessment process and should be taken into account.
- Holistic assessment will also consider wellbeing strengths and concerns using the SHANARRI wellbeing indicators.

Assessment of dyslexia and literacy difficulties should thus be an on-going process building on the information and selectively adding to it, through professional discussion and dialogue.

The basis for assessment is the child or young person's performance in the context of their everyday learning environment.

The Making sense of Dyslexia reports that local authority assessment includes the following; all of which should form the basis for North Ayrshire's collaborative assessment of literacy need and dyslexia:

- Teacher observation
- Formative assessment
- Classroom assessment of writing
- Baseline literacy assessment
- Standardised spelling assessment
- Listening comprehension
- Reading Comprehension tests
- Phonological awareness tests
- Dyslexia screening tests

In North Ayrshire, in addition the view of the child/ young person and the parent would need consideration. Taken holistically, this information will form the basis for North Ayrshire's collaborative assessment of literacy need and dyslexia.

EXAMPLES OF ASSESSMENT TOOLS

Other school based assessment and tests, including teacher judgement, and school based assessments such as progress in reading and NGRT should also inform the collaborative, contextual assessment and completion of collaborative assessment summary.

| Description | | Notes |
|--|---|-------|
| <p>Miscue Analysis Assessment of Approaches to Reading</p> <p>Miscue Analysis is a type of formative assessment that involves a child reading aloud a piece of unseen text.</p> | <p>Involves unseen text for child, with detailed analysis of the type of errors made. <i>Miscue analysis</i> is an assessment that helps a teacher identify the cueing systems used by a reader — the strategies a reader uses to make sense of a text.</p> <p>Select a short piece of text that the pupil has not seen before. Make sure it is at a level where some mistakes will be made. You will need about 20 substitutions to analyse. For young and inexperienced readers you may need to carry out this assessment a few times on different texts to collect sufficient errors to analyse. Photocopy or type out the text for yourself, leaving enough space above each line for your marks. Go to a quiet area where you will be uninterrupted. Ensure that you have means to audio or video-record the reader.</p> | |

| | | |
|--|--|---|
| <p>Screening Tools</p> <p>Screening tools are very short initial screening tools only and cannot on their own be used to draw robust conclusions.</p> | <p>Dyslexia Screener (GL Assessment)</p> <p>A computer-based assessment designed to help you identify pupils with dyslexic tendencies. An initial screening tool.</p> <p>Age range 5-16.</p> <p>Dyslexia Screening Test</p> <p>Aims to identify children that are at risk of dyslexia. It profiles strengths and weaknesses, which can guide intervention strategies. 3 different versions for different ages.</p> | <p>All screeners need to be regarded as indicative only, and caution exercised in over reliance on them</p> |
| <p>Assessments of Phonological Awareness</p> | <p>Phonological Assessment Battery (PhAB) Norah Frederickson, Uta Frith and Rea Reason</p> <p>Profiles children's phonological skills, identifies areas of difficulty and assesses the impact of intervention programmes. It comprises six tests of phonological processing, including: Alliteration, Naming Speed, Rhyme, Spoonerisms, Fluency and Non-word Reading Test.</p> <p>Age range : 6 – 14 years 11 months</p> <p>Hatcher – Phonological Awareness “DIAGNOSTIC TESTS” (t2) AND RECORD SHEETS</p> <p>Designed to test the success of the Cumbria Phonological Skills Programme, but can be used formatively effectively To obtain, put Hatcher and Phonological Awareness into web browser.</p> | |

| | | |
|--------------------|--|--|
| Vocabulary: | <p>British Picture Vocabulary Scale (Lloyd M Dunn, Leota M Dunn, Chris Whetton and Juliet Burley)</p> <p>A verbal comprehension screener which is easily administered. The assessment does not require any reading, speaking or writing.</p> <p>Age range : 3-15 years 8 months Administration: individual Time: 5 – 8 mins</p> | |
| Reading | <p>TOWRE 2 – Test of Word Reading Efficiency (Pearson Education)</p> <p>Assesses efficiency of sight word recognition and phonemic decoding in children and adults. Consists of two suites of assessments.</p> <p>Age range : 6- Adult</p> <p>York Assessment of Reading Comprehension (YARC) Early Reading assesses letter sound knowledge, early word recognition and phoneme awareness. Passage Reading assesses decoding, fluency and text comprehension. Early Reading age range: 4-6 years Passage Reading age range: 5-11 years</p> <p>York Assessment of Reading Comprehension – Secondary YARC comprises a series of prose passages – both fiction and non-fiction – that enables the assessment of a student's reading comprehension and fluency. Contains passages for students aged 12-16 to read silently. It also includes passages developed for students with a reading age of 8 to 9 years which are read aloud and includes a miscue analysis; comprehension questions tap vocabulary knowledge and different types of inference.</p> <p>Age range: 12-16 years. Note passages have also been developed for students with</p> | |

| | | |
|--|--|--|
| | <p>a reading age of 8-9 years</p> <p>Neale Analysis of Reading Ability (Marie D Neale)</p> <p>Uses a series of short narratives to measure the accuracy, comprehension and rate of reading in pupils from the age of 6 to 12 years.</p> <p>Age range: 6 – 12 years 11 months Administration: Individual Time: 20 mins approx</p> | |
| Spelling | <p>Single Word Spelling Test (SWST)</p> <p>Sacre and Masterton</p> <p>Age range: 6-14 Administration: Group or individual Time: approx 30 mins</p> | |
| Working Memory | <p>Working Memory Scale A short checklist for 5-11 years old to identify possible working memory issues (Alloway et al. Pearson Education)</p> <p>Digit Span Test http://www.dyslexia-international.org/content/Informal%20tests/Digitspan.pdf</p> <p>Short test of forwards and backwards digit span</p> <p>Age range : 6- Adult</p> | |
| <p>Computerised Assessments</p> <p>Lucid CoPS</p> | <p>Comprises of nine tests of fundamental cognitive skills that underpin learning. Each test is presented as an attractive and enjoyable computer game. Assess phonological awareness, phoneme discrimination, auditory/visual short-term memory and visual/verbal sequencing.</p> <p>Age range : 4-8</p> | |

| | | |
|---|--|--|
| Lucid Assessment System for Schools (LASS) | <p>LASS assesses visual memory, auditory-verbal memory, phonic reading skills, phonological processing ability, single word reading, sentence reading, spelling and reasoning.</p> <p>LASS Junior age range: 8-11 years</p> <p>LASS Secondary age range: 11-15 years</p> | |
|---|--|--|

APPENDIX 4 OBSERVATION CHECKLISTS

5a) Early Level Dyslexia and Literacy Need Observation

| Early Level Dyslexia and Literacy Need Observation | | | | |
|---|--------|---------------------|-----------|-------|
| Name of Child_____ | | DOB_____ | | |
| Date observation started_____ | | date concluded_____ | | |
| | Always | Very Often | Sometimes | Never |
| PHONOLOGICAL AWARENESS | | | | |
| Difficulty identifying sounds | | | | |
| Difficulty keeping a simple rhythm | | | | |
| Poor rhyming | | | | |
| In speech does the child confuse syllables e.g. ephelant | | | | |
| LITERACY DEVELOPMENT | | | | |
| Difficulty sequencing ideas | | | | |
| Poor letter knowledge | | | | |
| Poor visual discrimination | | | | |
| Shows little interest in books/reading. | | | | |
| Has little knowledge of environmental signs and labels. | | | | |
| Shows little interest in mark making/drawing. | | | | |
| Difficulty sequencing ideas (visually & verbally) | | | | |
| DEVELOPMENT OF COMPREHENSION/TALKING & LISTENING | | | | |
| Difficulty following instructions | | | | |
| Difficulty with pronunciation & language | | | | |

| | Always | Very Often | Sometimes | Never |
|--|--------|------------|-----------|-------|
| Immature speech pattern & communication | | | | |
| Poor listening skills | | | | |
| Difficulty remembering rhymes, stories & events | | | | |
| Difficulty understanding text when listening to stories/guided reading/paired reading | | | | |
| Difficulty contributing to discussions on stories | | | | |
| Difficulty contributing to general discussions | | | | |
| Shows resistance in willingly joining group activities | | | | |
| NUMERACY | | | | |
| Poor understanding of concept of time and routines (today, tomorrow, next, before after) | | | | |
| Difficulty understanding positional language (above, below) | | | | |
| Difficulty sequencing numbers orally | | | | |
| Poor visual memory of number and number concepts | | | | |
| Difficulty in matching and sorting activities | | | | |
| GENERAL | | | | |
| Poor organisation | | | | |
| Clumsy, wriggly, accident prone | | | | |
| Shows little interest and focus in activities | | | | |
| Easily distracted | | | | |
| Poor fine motor skills | | | | |

| | Always | Very Often | Sometimes | Never |
|--|--------|------------|-----------|-------|
| Poor eye tracking | | | | |
| Poor spatial concepts | | | | |
| Low self esteem | | | | |
| Not established hand dominance | | | | |
| Limited social skills | | | | |
| Poor balance & co-ordination | | | | |
| Significant levels of frustration | | | | |
| Puts in maximum effort for minimum return | | | | |
| Often tired | | | | |
| Confuses left and right and direction | | | | |
| Difficulty finding the correct word when talking | | | | |
| Short-term memory | | | | |

REMEMEMBER THIS INFORMATION SHOULD BE USED ALONG WITH ADDITIONAL CONTEXTUAL ASSESSMENTS TO SUPPORT THE ASSESSMENT AND INTERVENTION PROCESS.

| First/Second Level Dyslexia and Literacy Need Observation | | | | |
|--|--------|---------------------|-----------|-------|
| Name of Child_____ | | DOB_____ | | |
| Date observation started_____ | | date concluded_____ | | |
| | Always | Very Often | Sometimes | Never |
| PHONOLOGICAL AWARENESS | | | | |
| Difficulty identifying sounds | | | | |
| Difficulty keeping a simple rhythm | | | | |
| Poor rhyming | | | | |
| Difficulty distinguishing syllables in words. | | | | |
| Difficulty distinguishing words in sentences. | | | | |
| Difficulties with onset and rime. | | | | |
| Difficulties identifying and/or generating alliteration. | | | | |
| LITERACY DEVELOPMENT | | | | |
| Difficulty sequencing ideas | | | | |
| Slow reading speed; hesitant reading. | | | | |
| Difficulty recognising and remembering high frequency words/sight words. | | | | |
| Lacks confidence in reading | | | | |
| Written work does not affect oral language. | | | | |
| Experiences significant problems in writing. | | | | |
| Sentence structure is weak or confused. | | | | |
| Poor phonics skills eg blending to decode. | | | | |
| | | | | |

| | Always | Very Often | Sometimes | Never |
|---|--------|------------|-----------|-------|
| Confuses letters and/or numbers which are visually similar. (b/d, p/q, m/w, n/u, 2/5, 6/9) | | | | |
| Mis-reads or reverses words which are visually similar.e.g. for/from; was/saw; on/no. | | | | |
| Difficulty with tracking text. | | | | |
| Substitutes or inserts words when reading. | | | | |
| In written work copying is laborious and inaccurate. | | | | |
| Inconsistent spelling. | | | | |
| Difficulty with presentation of written work. | | | | |
| Inappropriate use of upper case letters. | | | | |
| Poor pencil grip and difficulty with pencil control. | | | | |
| Difficulty with spacing between words. | | | | |
| Difficulty with note taking. | | | | |
| Difficulty using spell checkers or predictive text. | | | | |
| Difficulty learning a second language. | | | | |
| Difficulty in recall. | | | | |
| Difficulty with short term and working memory e.g. sequence of numbers/letters; phone numbers; birthdays. | | | | |
| DEVELOPMENT OF COMPREHENSION/TALKING & LISTENING | | | | |
| Difficulty following instructions | | | | |
| Difficulty with word finding ie. Child may use the wrong word. | | | | |
| Disorganised in expressing ideas, feelings and thoughts. | | | | |

| | Always | Very Often | Sometimes | Never |
|--|--------|------------|-----------|-------|
| Difficulty with pronunciation & language | | | | |
| Needs to re-read several times to aid comprehension. | | | | |
| Poor listening skills | | | | |
| Difficulty remembering rhymes, stories & events | | | | |
| Difficulty understanding text when listening to stories/guided reading/paired reading | | | | |
| Difficulty contributing to discussions. | | | | |
| Poor comprehension skills. | | | | |
| Shows resistance in willingly joining group activities | | | | |
| NUMERACY | | | | |
| Poor understanding of concept of time and routines (today, tomorrow, next, before after) | | | | |
| Difficulty understanding positional language (left, right, before, after) | | | | |
| Difficulty with memorising number bonds and tables. | | | | |
| Poor visual memory of number and number concepts | | | | |
| Difficulty with written calculations. | | | | |
| Slow information processing – difficulty with mental maths. | | | | |
| Limited understanding of concept of place value. | | | | |
| GENERAL | | | | |
| Poor organisation | | | | |
| Clumsy, wriggly, accident prone | | | | |

| | Always | Very Often | Sometimes | Never |
|---|--------|------------|-----------|-------|
| Shows little interest and focus in activities | | | | |
| Easily distracted | | | | |
| Poor fine motor skills | | | | |
| Poor spatial concepts | | | | |
| Low self esteem | | | | |
| Not established hand dominance | | | | |
| Limited social skills | | | | |
| Poor balance & co-ordination | | | | |
| Significant levels of frustration | | | | |
| Puts in maximum effort for minimum return | | | | |
| Often tired | | | | |
| Short-term memory | | | | |

REMEMEMBER THIS INFORMATION SHOULD BE USED ALONG WITH ADDITIONAL CONTEXTUAL ASSESSMENTS TO SUPPORT THE ASSESSMENT AND INTERVENTION PROCESS.

Third/Fourth Level Dyslexia and Literacy Observation

| Third/Fourth Level Dyslexia and Literacy Need Observation | | | | |
|---|--------|----------------------|-----------|-------|
| Name of Child _____ | | DOB _____ | | |
| Date observation started _____ | | date concluded _____ | | |
| | Always | Very Often | Sometimes | Never |
| PHONOLOGICAL AWARENESS | | | | |
| Difficulty isolating words, syllables and/or phonemes | | | | |
| Difficulty manipulating and sequencing words, syllables and/or phonemes | | | | |
| Difficulty with non-word reading | | | | |
| Difficulty with spoonerisms (King John/John King) | | | | |
| Difficulty identifying and /or generating rhyme and alliteration | | | | |
| LITERACY DEVELOPMENT | | | | |
| Slow and hesitant rate of reading | | | | |
| Muddling of words or syllables when reading aloud | | | | |
| Confusion of letters that look similar (b/d, u/n, m/n) | | | | |
| Confusion of letters that sound similar (v/f/th, g/k, d/t) | | | | |
| Misreading of visually similar words (them, then) | | | | |
| Reversals (was/saw, on/no) | | | | |
| Transposition of words (left/felt) | | | | |
| Loses place when reading | | | | |

| | | | | |
|---|--------|------------|-----------|-------|
| Appears to lack comprehension after reading | | | | |
| Unwillingness to read aloud | | | | |
| | Always | Very Often | Sometimes | Never |
| Bizarre spelling with little phonetic sense | | | | |
| Letters written out of sequence (said/said) | | | | |
| Reversal of letters with words (was/saw) | | | | |
| Letters omitted or incorrect phoneme used | | | | |
| Capital letters in the middle of words | | | | |
| Inconsistency in spelling - a word spelt several different ways in one piece of writing | | | | |
| A marked difference between spoken and written language | | | | |
| Untidy and disjointed handwriting | | | | |
| Copying inaccurately and with difficulty | | | | |
| Losing place when writing | | | | |
| Difficulty planning and writing essays | | | | |
| Difficulty sequencing/organising ideas | | | | |
| Difficulty with punctuation and paragraphs | | | | |
| Lack of space in writing | | | | |
| DEVELOPMENT OF COMPREHENSION/TALKING & LISTENING | | | | |
| Shows greater understanding when using an alternate text format | | | | |
| Contributes to discussions on written text | | | | |

| | | | | |
|---|--------|------------|-----------|-------|
| Contributes to general discussions | | | | |
| Effectively and willingly joins in group activities | | | | |
| | Always | Very Often | Sometimes | Never |
| NUMERACY | | | | |
| Confusion of similar numbers (9/6, 12/21) | | | | |
| Struggling with mental maths | | | | |
| Difficulty remembering times tables | | | | |
| Difficulty switching between mental processes | | | | |
| GENERAL | | | | |
| Significant levels of frustration in coping with school work | | | | |
| Difficulty remembering and understanding simple instructions | | | | |
| Difficulty with short term memory (instructions, formulae, phone numbers, tables) | | | | |
| Lack of organisational skills (diary, planning projects, preparing for exams) | | | | |
| Often loses or forgets things | | | | |
| Left/right confusion, easily disorientated | | | | |
| Shows poor co-ordination skills (gross and fine motor skills) | | | | |
| Avoids physical activities (team games and sports) | | | | |
| Often tired | | | | |

REMEMEMBER THIS INFORMATION SHOULD BE USED ALONG WITH ADDITIONAL CONTEXTUAL ASSESSMENTS TO SUPPORT THE ASSESSMENT AND INTERVENTION PROCESS.

APPENDIX 5 CHILD/ YOUNG PERSON'S VIEWS

North Ayrshire Council Education Pupil Checklist

Name: _____ DOB: _____

Class: _____ In consultation with: _____

What are your strengths?

| Pupils should answer the following questions : | Yes | No |
|--|-----|----|
| Do you enjoy coming to school? | | |
| Do you often read books for fun? | | |
| Do you like reading aloud? | | |
| Do you find it difficult to remember what you have just read? | | |
| Do you often lose your place when reading? | | |
| Do you mix up similar words when you are reading or writing, e.g. saw/was, no/on? | | |
| Do you find it difficult to copy from the board? | | |
| Is your handwriting difficult to read? | | |
| Do you have problems with your spelling? | | |
| Do you find it difficult to remember instructions? | | |
| Do you ever have difficulty finding the right words when you are talking or listening? | | |
| Are you comfortable speaking out in a group or in front of the class? | | |
| Do you mix up your numbers at times? | | |
| Do you find it difficult to learn your multiplication tables? | | |
| Do you get confused with your left and right? | | |
| In P.E. do you find throwing and catching difficult? | | |

Advisory notes on pupil checklist

- This checklist should only provide part of the overall profile of the child/young person and is not intended to lead directly to the child being identified as dyslexic.
- Young people may wish to complete this form independently, but it is hoped that the checklist would form the basis of a consultation with the child/young person.
- Any additional detail that the child/young person provides can be recorded on a separate sheet by the adult and attached to the checklist.
- Strengths can be either in schools or out, a good balance of both is best.

APPENDIX 6 COLLABORATIVE ASSESSMENT SUMMARY

Education Services
Collaborative Assessment
Child/Young Person Record
(To be completed by establishment staff)



PLEASE USE BLACK INK AND BLOCK CAPITALS

1. Name of Child/Young Person Date of Birth
Name of Establishment Class
language spoken by child/young person

2. NATURE OF LITERACY NEED

| | |
|----------------------------------|----------------------|
| Main concern | <input type="text"/> |
| Persistence (across settings) | <input type="text"/> |
| Severity (how long) | <input type="text"/> |

3. ASSESSMENT INFORMATION

Curriculum for Excellence – Please give an indication (where possible) of where you think the child/young person may be performing

| Area | Comment on Achievement of Levels |
|----------|----------------------------------|
| Reading | |
| Numeracy | |
| Writing | |

Assessments to date e.g. Classroom observation, samples of work, observation checklist, Dyslexia screening test

| Assessment | Date | Summary |
|------------|------|---------|
| | | |
| | | |
| | | |

| |
|---|
| Child's/Young Person's strengths |
|---|

| |
|---|
| Wider Assessment of Wellbeing- Identify Key Factors relating to wellbeing indicators |
|---|

4. IMPACT OF CURRENT SUPPORT

| Current support (s) | Impact |
|---------------------|--------|
| | |
| | |

5. VIEWS OF THOSE INVOLVED

| | |
|-----------------------|--|
| View of child | |
| View of teacher | |
| View of parent/carers | |

6. OTHER RELEVANT INFORMATION

| | |
|--|--|
| Attendance and continuity of educational placement | |
| Medical Issues (Visual/ Medical/ Other) | |
| Other (e.g. behaviour, EAL) | |

Completed by

Signature Date

APPENDIX 7
Education Services
Collaborative Assessment
Minute of Literacy Consultation Meeting
(Pro-Forma)



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

PLEASE USE BLACK INK AND BLOCK CAPITALS

1. Name of Child/Young Person Date of Birth
Name of Establishment Class

2. DETAILS OF MEETING

Date of Literacy Consultation

Present at Meeting

Sources of Information (it is expected that assessment will include a wide range of assessment over time)

- Classroom Observation
- Examples of Work
- Standardised Assessment
- Checklists Completed
- Discussion with Child

Summary of previous and current interventions

Summary of Discussion

Agreed discussion of the meeting

Note: Criteria for confirmation of dyslexia

- Difficulty with accurate and fluent word reading and/or spelling
- Difficulties persist despite appropriate learning opportunities and intervention
- Difficulty not caused by other factors

| | |
|--------------------------------------|--|
| Dyslexia Identified | |
| Dyslexia Not Identified | |
| Further Assessment Needed To Clarify | |

3. RECOMMENDATIONS AND NEXT STEPS FOR CHILD/YOUNG PERSON, HOME AND SCHOOL

(may include updating Staged Intervention paperwork, implications for learning, further assessment, specific programmes, use of ICT, information to other teachers, assessment arrangements, support/ advice re homework)

| |
|--|
| |
|--|

Minute taken by

| |
|--|
| |
|--|

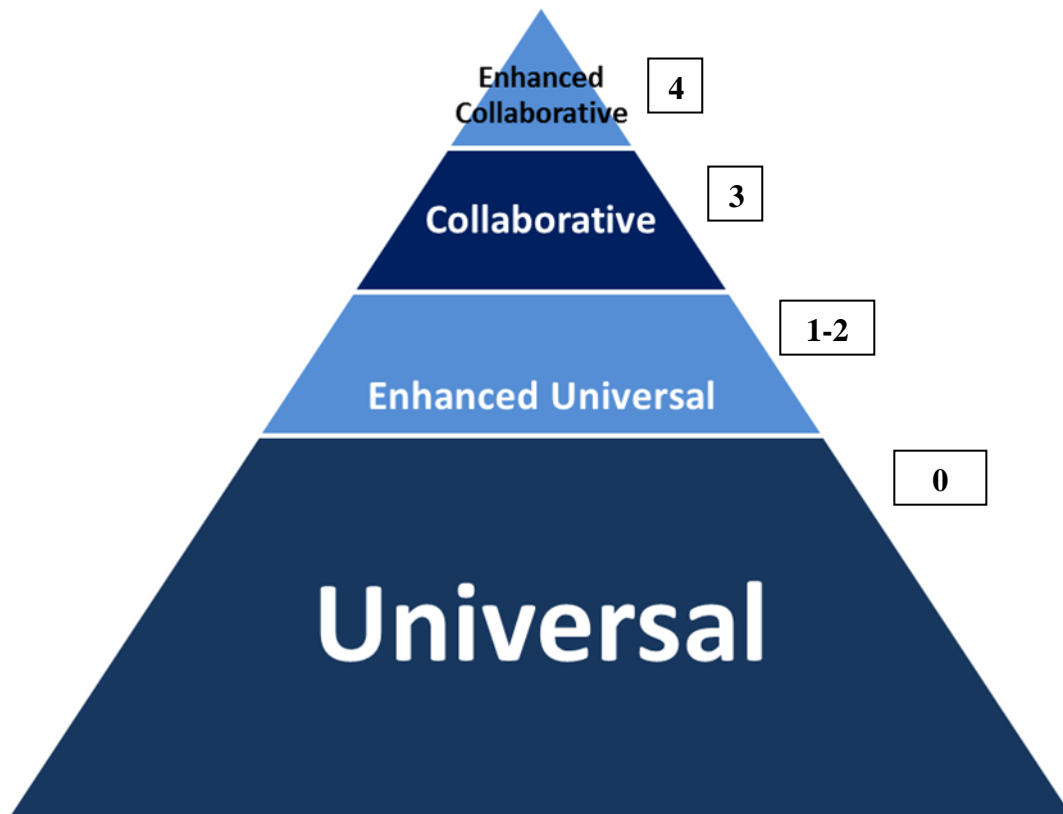
(It is noted that this discussion may take place in a wider review meeting, but completion of this pro-forma is essential as it provides an authority wide standard in terms of the recording of dyslexia identification.)

APPENDIX 8 STAGED INTERVENTION

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.

It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.

Staged intervention is designed to be flexible and allows for movement between stages depending on progress.



Universal support is the provision for all children and young people in North Ayrshire establishments.

This provides:

- A safe, caring and inclusive ethos
- High quality learning teaching
- Coherent, relevant curriculum
- Well planned courses and programmes
- Personalised learning

- Effective use of differentiation
- On-going identification and assessment of wellbeing
- All staff aware of the national practice model ensuring a common language and understanding, and responding appropriately
- Placing the child at the centre
- Ensuring that children are listened to and involved in decision that affect them and are supported to develop and achieve their full potential

Through the assessment process, where specific interventions and/or resources are thought appropriate, a child may move from Universal Support to Enhanced Universal Support. This is a targeted response to the wellbeing needs at that time and may be a short-term solution.

For further detail see:

Getting it right for every child: North Ayrshire's GIRFEC Pathway for Educational Establishments

APPENDIX 9 ROLES AND RESPONSIBILITIES OF SCHOOL TEAM

Class Teacher

- Provide a high quality learning experience and evidence based literacy curriculum
- Early identification is paramount. Liaise with ASN co-ordinator regarding concerns and next steps
- Implement appropriately differentiated within class supports
- In terms of assessment provide initial information including curriculum based, contextualised and wellbeing assessments
- Seek views of pupils regarding their progress, learning and achievements.
- Monitor and assess progress
- Update the ASN coordinator where problems persist and/or there are associated behavioural changes
- Ensure that children and parents are supported through transition from stage to stage and between sectors, sharing recommended strategies of support.

If the child/young person's needs are reviewed and other interventions are required this may involve the Pupil Support Teacher as part of a collaborative approach.

Pupil Support Teacher (if appropriate)

- Support School Team in identifying and implementing appropriate evidence based literacy interventions, based on assessment.
- Support the School Team in further assessment of a pupil's needs, as appropriate.
- Support pupils as individuals or in small group as considered appropriate by the School Team.
- Keep staff up to date with current developments in dyslexia, literacy and assessment.
- Ensure that children and parents are supported through transition from stage to stage and between sectors, sharing recommended strategies of support.

ASN Coordinator

- Support class teacher in providing appropriate teaching and learning experiences
- Oversee and quality assure the assessment process
- Monitor and support class intervention strategies and any individual or group intervention deemed appropriate
- Ensure that recommended strategies and targeted interventions are implemented, monitored and analysed.

- Consult with class teacher and Pupil Support teacher, where appropriate, to identify further assessment if necessary.
- Ensure that parents have access to information on the pupil's progress and are enabled to support the pupil effectively.
- Coordinate input from other professionals (e.g. Educational Psychologist, Occupational Therapy, Speech and Language Therapy)
- Support pupils as individuals or in small groups, as considered appropriate.
- Ensure staff are given appropriate CPD and are kept up to date with current developments in dyslexia, literacy and assessment.
- Ensure that children and parents are supported through transition from stage to stage and between sectors, sharing recommended strategies of support and chairing transition support meetings.

Educational Psychologist

The nature of the Educational Psychologist's involvement will vary according to school context and the individual's requirements. The Educational Psychologist *can* be involved, where there is a specific rationale and additional assessment or scrutiny is required.

Additionally, the Educational Psychologist can provide more general support to the school in establishing a robust collaborative assessment framework in line with this policy and supporting the development of a school's confidence as a literacy and dyslexia friendly establishment, through formal training and general awareness raising.

APPENDIX 10 STANDARD AUTHORITY LETTER IN RESPONSE TO A WRITTEN REQUEST FOR ASSESSMENT FROM PARENT OR GUARDIAN.

Dear Mr, Mrs, Ms

Thank you for your request that your son / daughter be assessed for Dyslexia.

We would like to invite you to an initial discussion, on, when we can discuss your concerns together with the class teacher/ASN Pupil Support/Pastoral Care Teacher. In preparation for this discussion we plan to gather existing assessment information and enclosed is an information leaflet which gives guidance on what could happen in terms of further assessment following our discussion.

This is being regarded formally, in terms of the Education (Additional Support for Learning) (Scotland) Act 2004 as amended.

We look forward to working with you and are committed to meeting the needs of your child whether or not dyslexia is identified.

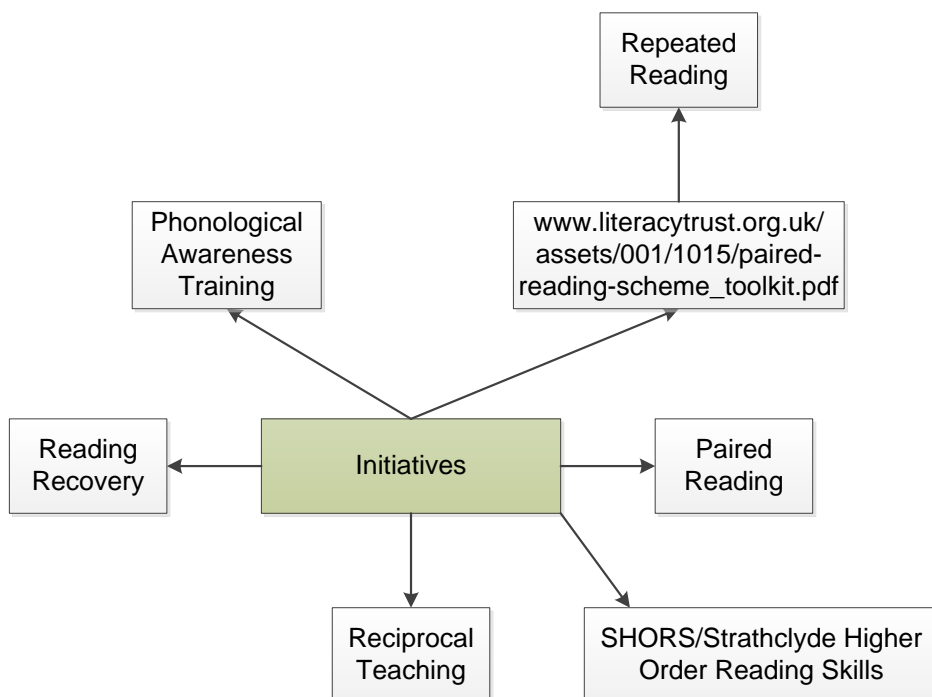
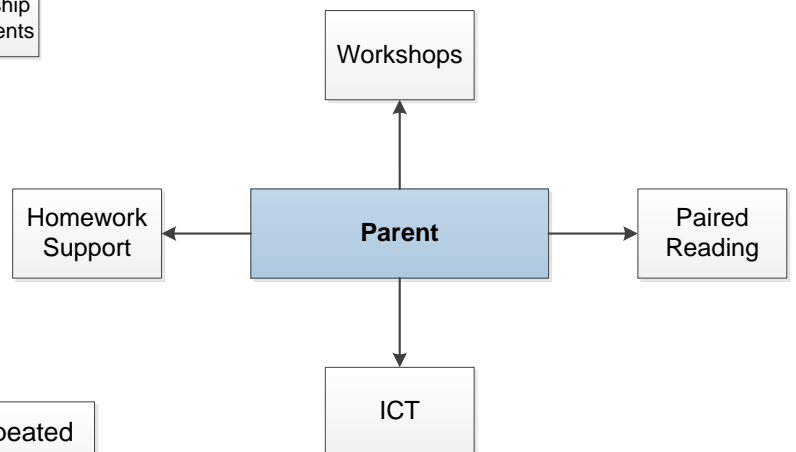
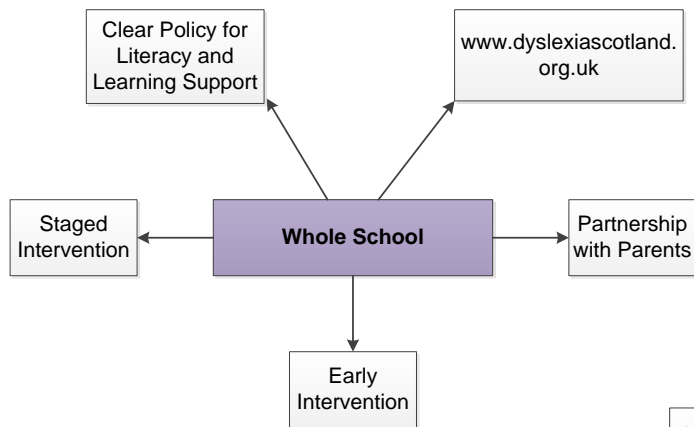
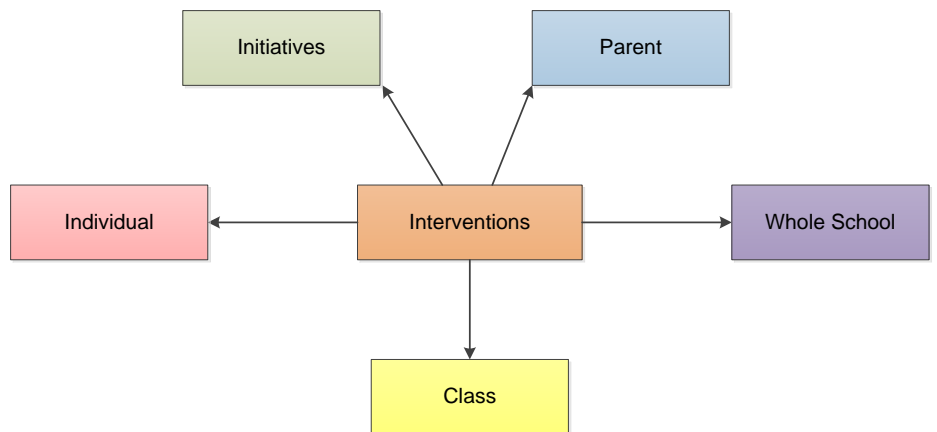
Yours sincerely

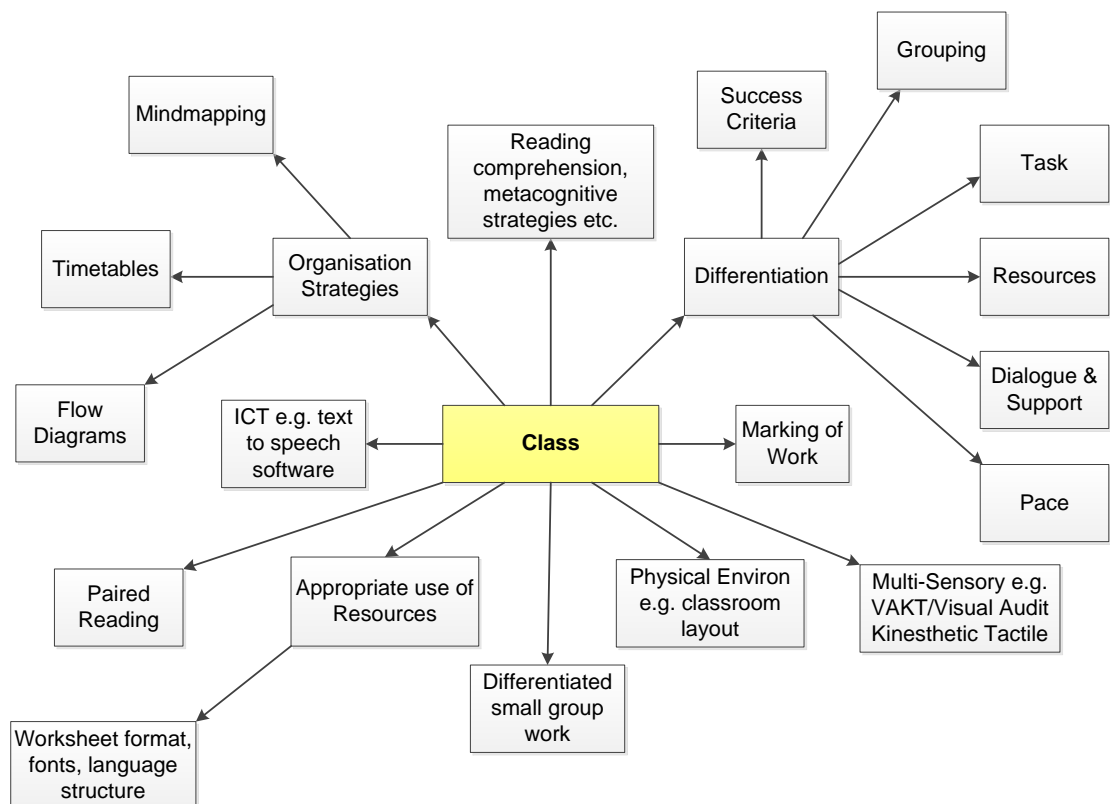
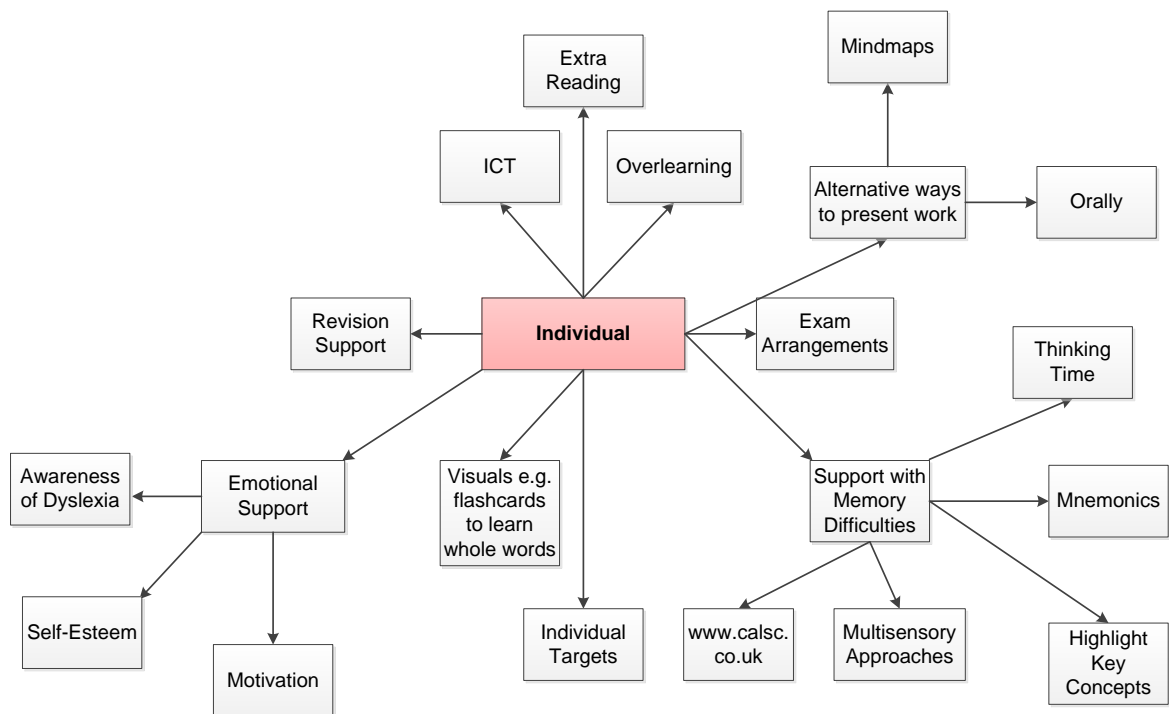
Head Teacher

PLEASE CALLTO CONFIRM ATTENDANCE / ARRANGE ANOTHER SUITABLE DATE

cc Psychologist

APPENDIX 11 EXAMPLES OF INTERVENTIONS





ADDITIONAL INFORMATION

EFFECTIVE LEARNING AND TEACHING

The Donaldson Report Wales (2015) in its review of pedagogy for literacy needs, states that good learning and teaching:

- Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- Means employing a blend of approaches including direct teaching
- Means employing a blend of approaches including those that promote problem solving, creative and critical thinking
- Sets tasks and selects resources that build on previous knowledge and experience and engage interest
- Means employing assessment for learning principles

Effective learning and teaching happens when the learning intentions and success criteria are made explicit, and children can answer three key questions:

Where am I going?

How am I going?

Where to next?

Teachers can change language and/or teaching to support the child's learning. The following factors should be considered:

- Were success criteria delivered in a clear manner?
- Was the pace of delivery too quick?
- Was the child's attention gained?
- Were assumptions made about the child's prior knowledge?
- Developmentally was the child ready for this?
- Was talking time beyond the child's concentration span?
- Was the child interrupted or distracted by anything or anyone?

Classroom Environment

- When the teacher is talking, are children seated so that they can all see the teacher without having to turn their heads?
- Is the classroom welcoming?
- Do the children know how to locate their belongings easily? Do they recognise them?
- Is there an appropriate place to change shoes and store belongings tidily?
- Can the walls be made more dyslexia friendly? (Too much visual material can be confusing if child doesn't understand what it is about.)
- Is the social mix of children within groups considered so that children can feel supported without feeling their abilities are underestimated?
- Are a range of metacognitive styles considered?
- Are there appropriate consistent daily routines so that the child knows what to expect?

Differentiation

Differentiation is essential to meet the needs of learners with literacy difficulties and can be done by the following:

Task

- Designing learning and teaching tasks for different abilities
- Ensuring appropriate challenge is included
- Designing learning and teaching which become progressively harder and more complex for the learner to engage with and complete

Success Criteria

- All learners undertake the same task but a variety of results are expected and are acceptable.

Resources

- Consideration of developing and supporting the learner's independent skills.
- Resource accessibility – consideration of resource design e.g. choice of formats; diagrammatic, visuals, digital, audio and film
- Provision of printed notes/resources or electronic files
- Provision of key words/glossaries

Pace

- Consideration of flexibility of teaching pace and time allowed for tasks and individual pupil requirements, supporting both able learners and those who require more time.

Dialogue and Support

- Teacher facilitates problem solving using appropriate levels of language to engage with learners.
- Use of targeted questions to produce a range of responses
- Verbal support and encouragement.

Promoting Children and Young People's Health and Wellbeing

Strengths should be regularly recognised and rewarded to develop confidence and resilience. Opportunities to promote self-efficacy can include:

- Showing good effort e.g. perseverance, determination (regardless of outcome);
- Keeping desk tidy;
- Being organised with own equipment for lessons;
- Showing kindness to others;
- Willingness to participate in discussions;
- Sustained focus;
- Involvement in target setting
- Development of meta-cognitive strategies to understand how they learn best themselves
- Positive reinforcement
- Involvement as a mentor for younger children
- Involvement in wider aspects of school life (productions, clubs, trips, fundraising activities, etc.)

When dyslexia is identified, children and young people are likely to benefit from

- Clear, accurate information about dyslexia
- Peer support
- Normalising messages about dyslexia, in terms of how common dyslexia/ literacy difficulties are and awareness of famous, positive role models who have dyslexia

SQA Examination Arrangements

In order to support a Dyslexic pupil SQA allows each centre to apply for Special Examinations Arrangements. These arrangements may include:

- ICT with spellcheck
- ICT with Assistive Technology – Text to Speech/ Speech to Text
- Digital Papers
- Extra Time (up to 50%)
- Reader
- Scribe
- Prompt
- Transcription with\without correction of spelling and punctuation

For all of these arrangements the following evidence is required:

- Need for Special Examination Arrangement
- The regular use and impact of the arrangements

ADDITIONAL SOURCES OF EVIDENCE-BASED INTERVENTIONS

<http://www.addressingdyslexia.org/pages/index.php?category=37>

Brooks, G. (2016). What works for children and young people with literacy difficulties (www.dyslexiaaction.org.uk) for detailed analysis of effective interventions

http://www.interventionsforliteracy.org.uk/widgets/GregBrooks/What_works_for_children_fourth_ed.pdf

<http://www.dyslexiascotland.org.uk> for access to the Addressing Dyslexia toolkit

Fisher, D, Frey, N & Hattie, J. (2016). *Visible Learning for Literacy. Implementing Practices That Work Best to Accelerate Student Learning*. Corwin Literacy.

http://www.literacytrust.org.uk/assets/0001/1015/Paired_reading_scheme_toolkit.pdf for information on Paired Reading

www.readingrockets.org/strategies/timed_repeated_readings for information on Repeated Reading

ChromeBook Apps and Extensions for Learners with Dyslexia

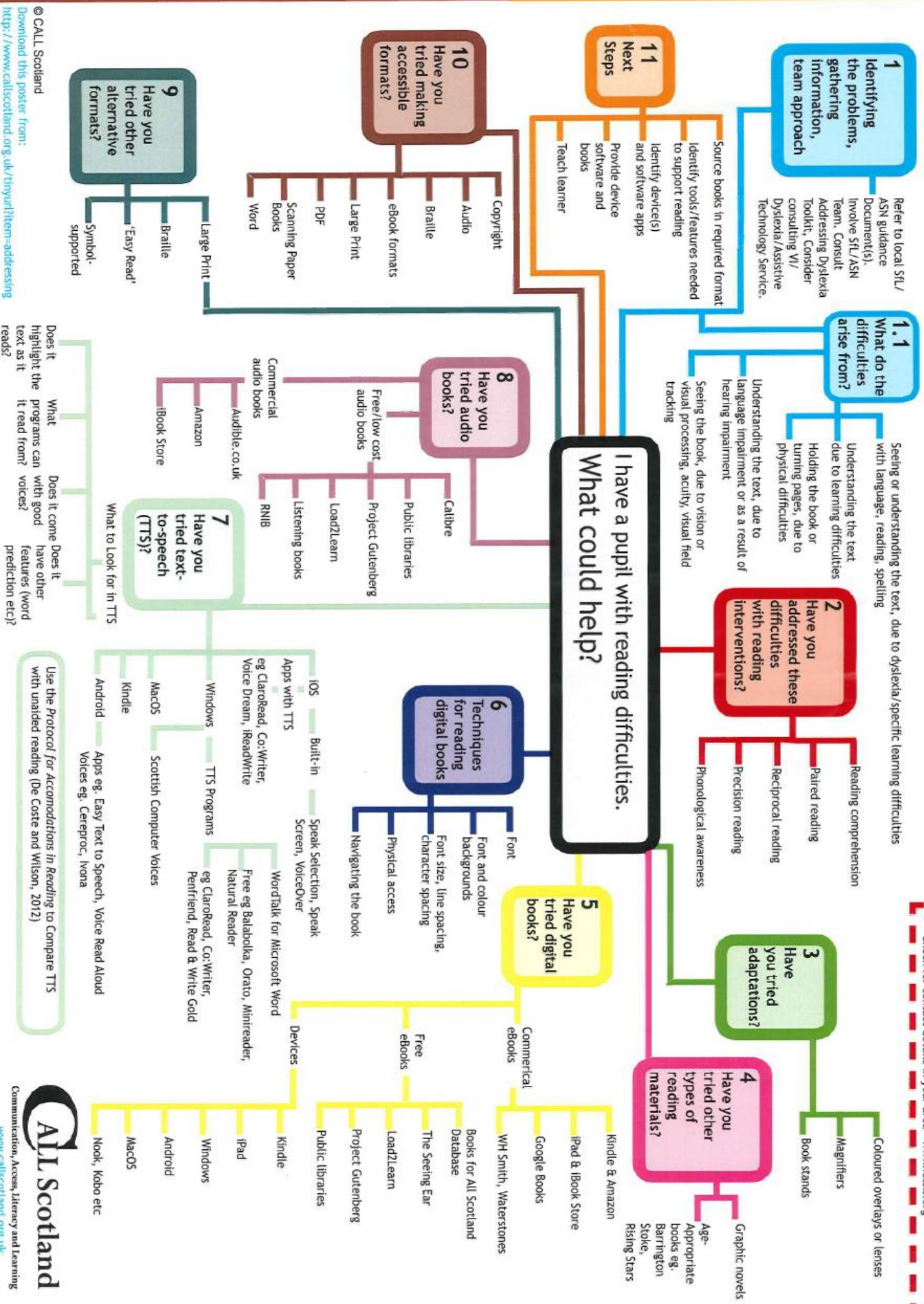
Click on the tiles to go to the Chrome Webstore.



| Notetaking | Text to Speech | Organisation | Organisation | Writing Support | Writing Support | Working with PDFs | Reading Support | Reading eBooks | Reading the Web |
|------------|----------------|--------------|--------------|-----------------|-----------------|-------------------|-----------------|----------------|-----------------|
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Addressing Reading Difficulties

A practical Guide from CALL Scotland



Supporting Writing Difficulties

A practical guide from CALL Scotland

Who could help?

- Consult school ICT Coordinator, and colleagues.
- Consult local authority ICT SLT / ASN specialist.
- Check for contact details in your area: www.ictsls.org.uk/

Establish or expand the Child's Plan, as per LA procedures.

- Formulate an action plan for Next Steps, including list of possible technology(ies).
- Clarify / launch procedures for obtaining technology needed.
- Ensure child's views are taken into account.
- Share with parents.
- Take account of training and support implications.
- Touchscreen.
- A different mouse or large rollerball / trackball.
- A joystick with different handle adaptations (T-bar, large foam ball).
- A glidepad or a laptop mouse track-pad.
- A switch access system (interface box plus one or two switches) - which scans rows, columns etc.
- Positioning for one or all of the above - keyboard risers, mats to prevent slipping etc.

Try to borrow to trial before buying, locally or from CALL Scotland (2 - 3 months only).

- Check what is available in school, contact local specialist for further advice.
- World banks - topic dictionaries, sometimes support with pictures and / or text-to-speech.
- Mind mapping to visually help plan and organise thoughts and ideas.
- Audio: voice recording, often directly into the application (which can be saved for evidence).
- Speech recognition - talking to a computer, speech is converted to text.
- One of more of the above used in combination with each other, e.g. Clicker, Co-Writer, Texthelp Reader, Write, Penfriend, Textease, WriteOnline etc.

- Refer to local SLT / ASN Guidance Document(s).
- Involve SLT / ASN team.
- Consult 'Addressing Dyslexia Toolkit'.
- Consider consulting OT, PT, SLT, Visual Impairment service as needed.

What do writing difficulties arise from?

Dyslexia / specific learning difficulties with language, reading, spelling?

Vision or visual processing - acuity, visual field, tracking?

Cognition - learning, comprehension?

Physical causes - poor coordination, pencil grip, seating, positioning?

8 Working in partnership with parents and professionals.

7 Have you tried different access methods?

6 Have you tried supportive software?

Supportive software can include:

- Picture or symbol support.
- Text-to-speech - speech feedback, text is read aloud.
- Word prediction - words are predicted in context after the first or second keypress - sometimes supported with pictures and text-to-speech.
- Spell checking - phonetic, audio or symbol supported options are available. Support also available with homophones. Remember hand-held talking spell checkers, digital scanning pens etc.

If staff are not familiar with such software, training should be requested. Check local CPD calendar. Contact CALL Scotland.

I have a pupil with writing difficulties.

What could help?

1 Identifying the problems, gathering information, team approach.

2 Identifying problems with physical writing using a pencil/pen.

3 Have you tried the following?

4 Have you tried a computer, tablet or keyboard adaptation?

5 Have you tried customising the screen and computer settings?

Customising the screen can make all the difference, e.g. changing font style, size, background colour etc.

If these options are 'locked down' or the pupil is unable to customise their personal settings i.e. make reasonable adjustments, the school could be breaching disability discrimination legislation.

The pupil's writing takes excessive time and effort?

The quality of writing output is poor; legibility, spelling, letter shape, length of writing etc?

Is there a difference in quality between what the pupil can write and what they can verbalise, i.e. dictating to a scribe?

The pupil appears reluctant to write?

- A different size or style of pencil / pen?
- A pencil or pen grip?
- A writing slope?
- Different or better positioning; chair / table / lighting etc?
- One of more of the above in combination?
- Using appropriate writing technology?

Staff who 'don't do computers' is not a valid reason for the pupil not using technology! Hand writing is a life skill - true - but the physical process must be separated from producing content - language and ideas. Pupils must be prepared for a digital future.

Will a classroom computer suffice, or might the pupil need a personal, portable device?

There are different types of keyboards:

e.g. bigger, smaller, high contrast, upper, lower case, keyboard stickers.

If the pupil can't use a keyboard, why not?

- Touch screen keyboards; on-screen keyboards controlled by a mouse pointer or external joystick.
- Is the keyboard too big, too small, too high and / or wrong size, wrongly positioned?
- Is the pupil unfamiliar with the keyboard, e.g. layout, upper case letters?
- Do the computer settings need to be personalised?
- Does the pupil require additional software to improve typing speed and accuracy?
- Does the pupil require an alternative method to input text?
- Keyguards which fit over the keyboard to prevent errors.
- Keyboard mounts / risers to aid hand / arm / head positioning.
- Keycram mats to prevent keyboard slipping / movement.

Is the pupil doing appropriate keyboarding tasks? Is copying or typing notes into a word processor really worthwhile? Touch typing is NOT feasible for some pupils so keyboard familiarity practice might be more useful.

Using the iPad to Support Dyslexia

With each new update of the iPad's operating system (iOS), the built-in tools continue to improve. iOS 9 includes support for literacy difficulties such as dyslexia, without necessarily needing to buy additional apps. This infographic provides a snapshot of some of the built-in tools; others not mentioned here, include lower case keys, undocking the on-screen keyboard to help track writing, the facility to add external dyslexia-friendly Bluetooth keyboards to aid writing and the newly designed Notes app with text formatting options.

As well as the suggestions provided here, CALL Scotland offers many more resources, such as the 'Dyslexia Wheel of Apps', and colour

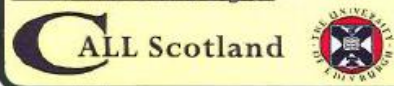
background templates for Pages as well as neutral colour backgrounds for the iPad's screen.

bit.ly/dyslexia-wheel-of-apps

bit.ly/neutral-screen-colours

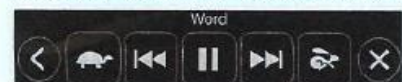
bit.ly/pages-background-templates

www.callscotland.org.uk



Speak Screen

Speak Screen reads content on the iPad. You can set the speaking rate and choose from different voices. Swipe down from the top with two fingers or tell Siri to 'Speak Screen'.



Speak Selection

If you don't want everything read aloud tap and hold the bits of text and Speak Selection will read it.

Speak

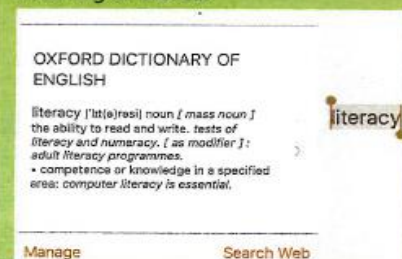
Speak Selection reads highlighted words.

Highlighting

Follow words and sentences as they are read aloud with 'Highlighting'.

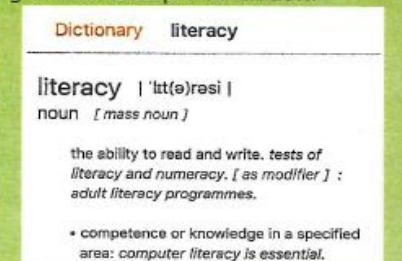
Define/Dictionary

Use Define and Dictionary to find the meaning of words.



Use **Manage** to choose from a range of Dictionaries such as the English Oxford, American English Oxford, French, German, Dutch and more.

Dictionary can also help with spelling, grammar and pronunciation.

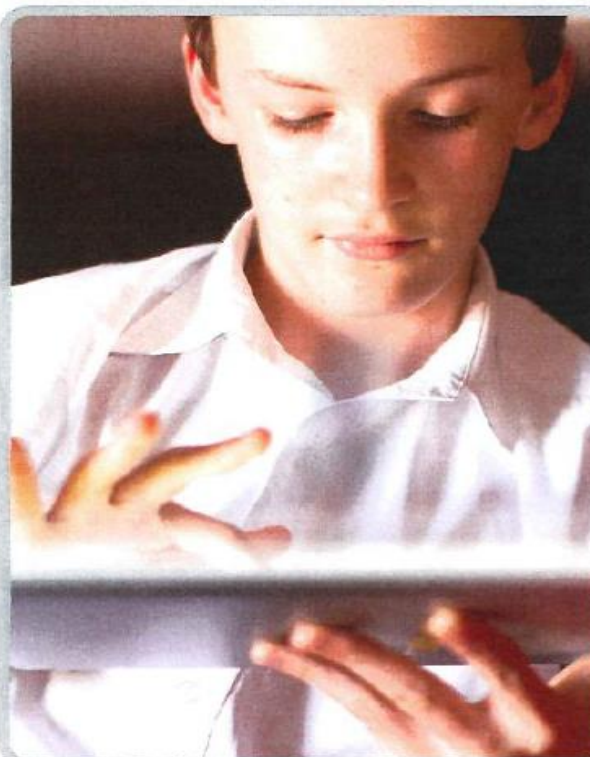


Siri

You can use Siri to ask questions, set reminders, open apps, complete tasks, and dictate text instead of typing.

Siri Voices

Use the Siri voices – Siri Male and Siri Female – for natural sounding text-to-speech.



Check Spelling

Consider turning on Check Spelling (in General and Keyboards) to alert learners to spelling mistakes. Misspelt words are highlighted with a red underline.

I recieved the parcel yesterday.

Replace Spelling

Tap or highlight the misspelt word to replace it with a correctly spelt word. If you are unsure if the replaced word is the correct one, highlight the word to have it read aloud (Speak).

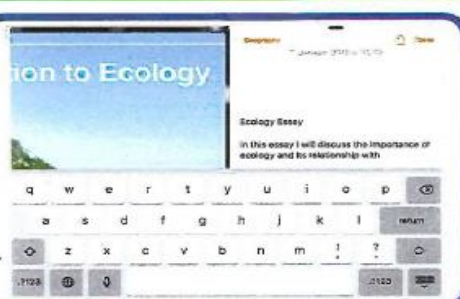


I recieved the parcel yesterday.

Split View

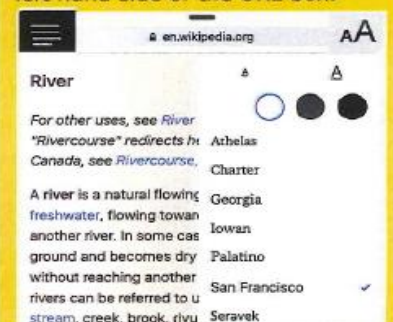
With Split View you can work on two apps and/or documents simultaneously, - useful for revision or notetaking.

(iPad Air 2 only - alternatively **Slide Over** for some older iPads).



Safari Reader

Improve the readability of web pages by removing clutter - tap the black horizontal lines on the left hand side of the URL box.



Text Replacement to support spelling

Use Text Replacement to create personalised spelling lists and Auto-Corrections.

received x

I recieved

Text Replacement to cut down keystrokes (Shortcuts)

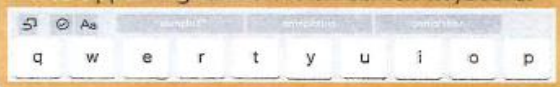
Consider using Text Replacement (abbreviation expansion) to help cut down keystrokes. Text Replacement can also help to quickly type repetitive sentences and phrases.

Asa

As a matter of fact x

QuickType

Use QuickType to tap a word from the list of words appearing above the on-screen keyboard.



3rd Party Keyboards

You can use 3rd Party keyboards such as Keedogo, SuperKeys, Swype to aid writing and improve readability (Settings and Keyboard).



12. STANDARD AUTHORITY LETTER IN RESPONSE TO REQUEST FOR DYSLEXIA ASSESSMENT INFORMATION FROM COLLEGE/UNIVERSITY

Dear Sir / Madam

We write to acknowledge your request for evidence relating to the identification of dyslexia for

Please note that when children or young people present with severe literacy difficulties, North Ayrshire's policy is to collaboratively assess the nature of the literacy needs over time and to carefully evaluate and record the child/young person's response to teaching and targeted intervention.

Please find enclosed the Collaborative Assessment Minute of 's Literacy Consultation Meeting. This is North Ayrshire Council's record of the dyslexia assessment process.

Yours sincerely

Year Head/PT Pupil Support

WHEN EVIDENCE OF YOUNG PERSON'S CONSENT TO TRANSFER OF INFORMATION IS REQUIRED, USE THE FOLLOWING PROFORMA:

Dear Sir / Madam

We write to acknowledge your request for evidence relating to the identification of dyslexia for

Please note that when children or young people present with severe literacy difficulties, North Ayrshire's policy is to collaboratively assess the nature of the literacy needs over time and to carefully evaluate and record the child/young person's response to teaching and targeted intervention.

Can you forward official notification thathas consented to the transfer of this information? This will ensure that we can legally transfer detail of the assessment and intervention process.

Yours sincerely

Year Head/PT Pupil Support

13. NORTH AYRSHIRE DYSLEXIA GUIDANCE FOR CHILDREN AND YOUNG PEOPLE

Children and young people should be involved in the collaborative assessment process and be given clear and transparent information at all stages. It is important to support children and young people to be involved in their own learning, and make key decisions, to set their own targets and to develop meta-cognitive strategies to understand how they learn best.

Prior to and following identification of dyslexia, children and young people may benefit from:

- Clear, accurate information about dyslexia
- Peer support
- Normalising messages about dyslexia, in terms of how common dyslexia/ literacy difficulties are and awareness of famous, positive role models who have dyslexia

The following specific questions may be helpful at or just after the point of identification:

- What work needs to be done in giving information, support and advice about dyslexia?
- When should this be done?
- Who should do it?
- An opportunity to have specific questions answered, or access to frequently asked questions about dyslexia

Further information

Dyslexia Scotland has a specific page for children and young people, which recommends books, on line and t.v. resources:

Useful Books

So you think you've got problems?

Dyslexia: A Teenager's Guide

The Dyslexia Pocketbook

The Teenage Guide to Stress

TV Programmes/Youtube videos

CBBC My Dyslexic Mind

Dyslexia An Unwrapped Gift Part 1

Dyslexia An Unwrapped Gift Part 2

Dysvet - EU project that helps those supporting dyslexia individuals. dotr.im/dqddv
(not on youtube)

Don't call me stupid' Parts 1 2, 3 and 4 on YouTube

<http://dev.dyslexiascotland.org.uk/young-people>

I am Dyslexic (short documentary featuring a collection of real life stories told by people with Dyslexia)

Ten tips on helping with writing

The Power of Dyslexia (short film about famous dyslexics)

What is Dyslexia? (short film which gives a good description of what dyslexia is and the difficulties dyslexics experience.)

Interviews with famous dyslexic individuals (Youtube):

Kiera Knightley talking about dyslexia

Orlando Bloom talking about dyslexia

Richard Branson talking about dyslexia

Stephen Spielberg talking about dyslexia

14. NORTH AYRSHIRE DYSLEXIA GUIDE FOR PARENTS/CARERS

North Ayrshire Policy on Dyslexia and Literacy Need

This leaflet is for parents and carers of children and young people who may have dyslexia.

What is dyslexia?

- Dyslexia means difficulty with words, in reading/spelling
- It can affect children of all levels of intelligence
- Dyslexia affects different children in different ways and ranges from mild to severe
- Although it is a lifelong condition, there are many supports that can help

Could my child be Dyslexic?

Children learn at varying speeds and each child will have their own profile of strengths and development needs however there are a variety of indicators, which might point to dyslexia. General indicators of dyslexia may include:

- Being able to talk about what he/she is learning more easily than reading or writing about it
- Persistent spelling difficulties despite appropriate efforts
- Puts a lot of effort into tasks but doesn't make progress expected
- Appears to have poor concentration, is forgetful and/or disorganised or has difficulty remembering or following instructions and/or directions.
- May have difficulty with telling the time, learning number facts and multiplication tables.

What to do if you think your child is Dyslexic

- If you are concerned you should contact your child's school.
- For an early centre/class or primary school, speak to the class teacher, Additional Support Needs (ASN) Co-ordinator, or a member of the management team.
- For a secondary school, speak to the Guidance Teacher or Year Head.

What happens next?

- Any concerns raised will be recorded and discussed further with the child or young person's teachers.
- A period of information gathering will then take place to build a profile of your child's learning, strengths and development needs.
- If required appropriate strategies and support will be put in place for your child and a support plan developed for your child, involving you and your child in the process
- Progress will be carefully monitored over time to ensure strategies and supports are appropriate.

- If concerns remain these can be discussed at a Literacy Consultation meeting.

Who will be at the meeting?

- Parent/carer
- Pupil
- ASN coordinator
- Class Teacher
- Pupil Support teacher

Sometimes it is helpful for the school's educational psychologist to attend. If so, you will be consulted in advance.

What happens at a literacy consultation meeting?

- You will hear about all that has been done to support your child's learning and how he/she has responded to the help
- Your child will be included in the discussion and their views of what they find helpful/difficult will be key
- You will be included in the discussion and your detailed knowledge of your child will be key
- The team around the child will make a decision about the nature of your child's need, based on all the collated evidence
- This may or may not identify dyslexia.
- At this point it may be decided that all the appropriate strategies are in place, or that we need to consider other additional approaches.

What might the support in school look like?

- Allowing your child to verbally discuss or record their learning without writing
- Marking written work on content rather than spelling
- Helping your child understand dyslexia, how they learn best and how they can help themselves
- Changing text size, font, paper colour or the use of coloured overlays.
- Paired reading, thinking and/or writing and a range of spelling approaches.
- Alternative resources or approaches for literacy
- ICT support
- Multi-sensory approaches – use of “doing”, interactive and investigative activities, such as discussion, drawing, making and presenting.
- Regular feedback, advice or guidance for parents and children.

What can you do to help?

First of all, be positive.

Highlight and encourage what your child is good at.

Be aware that learning can be tiring so try to encourage a balance of working and relaxation.

Give lots of support and encouragement at home.

Dyslexia Scotland advises the best approach is to be encouraging, understanding, supportive, patient, positive and organised. For more information:

http://www.dyslexiascotland.org.uk/sites/default/files/page_content/Information%20for%20parents_2.pdf

Enquire is the Scottish advice service for additional support for learning. For more information go to:

www.enquire.org.uk

Will my child get extra help with National Examinations?

The Scottish Qualification Authority is the national awarding body in Scotland responsible for assessments and qualifications. If your child has been identified as having dyslexia, there may be a need to discuss alternative assessment arrangements with the secondary school. Speak to your child's Year Head or Guidance Teacher for further information.

How will my child be supported at transition stages?

The strategies and supports in place for your child will be shared between early years, primary and secondary staff. Your child's progress will be monitored and communicated as appropriate.

FURTHER INFORMATION FOR DISCUSSION WITH PARENTS/CARERS

Parents/carers may be looking for further information regarding support they can give to their child. See below for detail on practice, homework, monitoring work, organisation and developing study skills:

Regular reading is essential since practice is required for children with dyslexia to develop and master literacy skills.

- Read aloud with your child when they are becoming frustrated. This helps them to understand and enjoy what they are reading.
- Your child can also read along with books on tape or CD.
- An adult reading a bedtime story to a child from a book slightly more difficult than the child can read themselves, can help the child learn new vocabulary, generate ideas and be an enjoyable experience for both.

Establishing a Homework Routine

Develop a daily homework routine. It should be flexible enough to take into account after-school activities.

- Divide homework tasks into manageable chunks. Give breaks between tasks. Encourage your child to produce quality work rather than rushing tasks.
- Go over homework requirements to ensure your child understands what to do. Read instructions aloud, if necessary, practise the first example or two with them.
- Help your child to generate ideas for writing tasks and projects before they start work.

Checking and monitoring work.

Help your child to learn to check their own work so they can go over their own work more independently as they get older.

- Teach your child to use the computer for work as they get older. Show them how to use a spell checker and encourage them to learn touch typing skills on a suggested Typing Tutor program. See BDA Tech for further information (<https://bdatech.org/>)
- If they are slow to complete work, see how much work they can do in five minutes. If homework is regularly taking too long or is too difficult, you should discuss this with the teacher.
- Give your child lots of praise for their effort as they complete homework tasks.

Organisation

- Help them develop a comprehensive, written homework plan include revision of subjects as well as set homework tasks.
- Encourage your child to keep their school notes and work together in folders so they don't get lost or damaged. Colour coding of subjects can greatly assist organisation and planning.
- If your child is not writing down their required homework tasks accurately, ask teachers to give them written homework instructions or arrange for them to check with someone in the same class at the end of the day.
- Liaise with teachers regularly to check that your child is completing homework tasks and classwork correctly and is handing in work at school.
- It is helpful to make sure that everything needed for the next school day is packed up the night before and placed by the front door.

Study skills

- Make sure that your child has effective plans for approaching tasks like essay writing, coursework, study for examinations. Talk to the school's Additional Support Needs Coordinator or subject teachers about these.
- Build up independent work skills in your child and problem solving strategies when they are "stuck" or not sure of how to go about homework. For example, get your child to think about several different ways they could complete the

task correctly. They can also think about who they can ask for help when they have tried other strategies.

- Encourage them to make notes, such as on coloured cards, underline or highlight key words in colour, draw pictures, etc. when studying to aid their memory