

Dyslexia

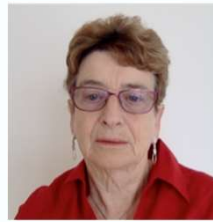
The Scottish Experience

Margaret Crombie and Carol Graham

1



CAROL GRAHAM is Principal Teacher of Additional Support Needs in a military boarding school in Scotland. As a specialist teacher-assessor she was previously manager of a specialist outreach SpLD service in Hertfordshire, and Additional Support Needs Education Officer setting up the dyslexia pathway to identification and support in a Scottish local authority context. As a teaching fellow at the University of Edinburgh Carol developed and delivered post-graduate modules on dyslexia and SpLD. A recent member of the BDA Accreditation Board, Carol is currently a member of the Dyslexia Toolkit Working Group.



MARGARET CROMBIE is a specialist teacher-assessor and member of the Cross Party Group of the Scottish Parliament on Dyslexia. She has authored several books and articles on dyslexia and additional support needs. Now in the process of retiring, Margaret is a former member of the British Dyslexia Association Accreditation Board and APC reviewer. She has worked as a university lecturer, and as a local authority senior manager with responsibility for support for learning. She was a previous chair of the Addressing Dyslexia Toolkit Working Group, and is an honorary life member of Dyslexia Scotland.

2

Dyslexia - The Scottish Experience

Margaret and Carol discuss the Scottish pathway to assessment for dyslexia in light of the SASC consultation paper on the identification of and effective intervention for literacy difficulties in children and adults, and the implications for dyslexia.

3

Dyslexia - The Scottish Experience

Scotland - a different system

- Legislation
- Code of Practice
- Co-ordinated Support Plan (CSP) v. Education, Health and Care Plan (EHCP)
- SQA v. JCQ
- Needs led support through assessment – pupil centred – no funding for a label!
- Identification of dyslexia

4

Dyslexia - The Scottish Definition

A Scottish working definition of dyslexia was developed in 2009 by the Scottish Government, Dyslexia Scotland, the Cross-Party Group on Dyslexia in the Scottish Parliament and a wide range of stakeholders.

Expectation to link the definition with the assessment process.

5

Dyslexia - The Scottish Definition

In Scotland, dyslexia is described as a continuum of difficulties in learning to read, write and/or spell which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and/or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- sequencing and directionality
- number skills
- organisational ability.

Motor skills and co-ordination may also be affected.

Scottish Government, 2022

6

Dyslexia - The Making Sense Review

- 2014 - revised 2020 – final report
- Up-to-date advice and guidance
- Access to quality professional learning
- Initial Teacher Education improvements
- Action on improvement of outcomes for those with dyslexia
- Access to reliable information (re children's needs and achievement)

7

Teacher Knowledge

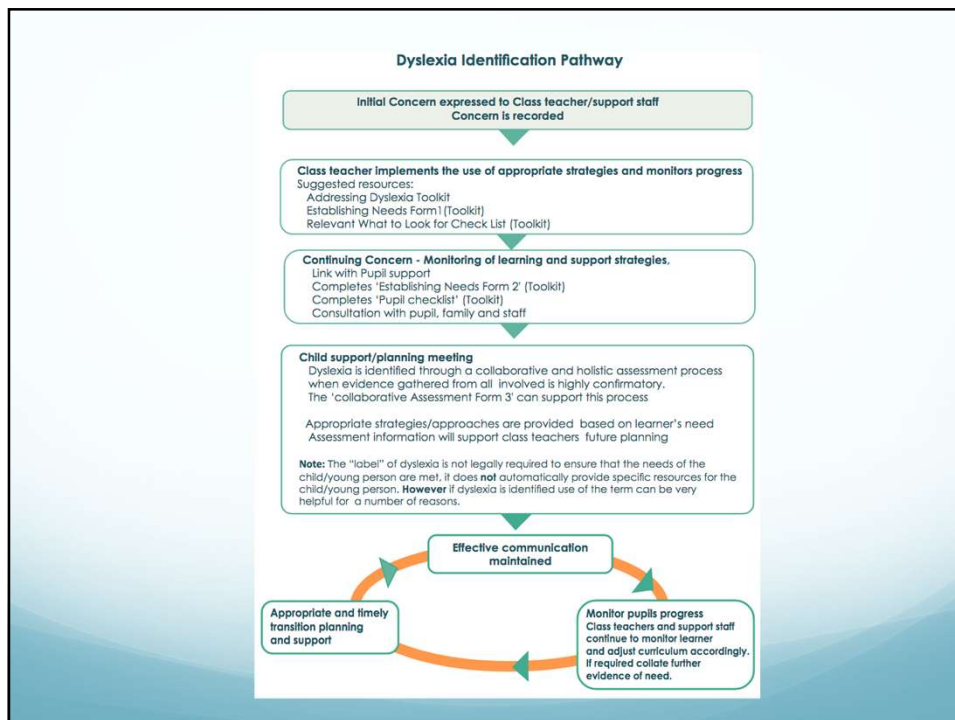
- Information on dyslexia is available on Education Scotland's National Improvement Hub and on National Literacy and Professional Learning Community and National School Libraries within the GLOW Professional Learning Communities.
- Three free online professional learning modules which were developed in collaboration with Education Scotland, the Scottish Government and the Open University OpenLearn Create have been published.

8

Supporting Scottish Learners

- [Addressing Dyslexia Toolkit](#) (funded by Scottish Government) – first launched in 2010, refreshed 2017
- Reading Circles and Writing circles from the Addressing Dyslexia Toolkit
- Dyslexia Pathway – the holistic school-led identification process

9



10

Dyslexia from School – Post-school Education

- Student Finance England v. Student Awards Agency Scotland (SAAS)
- In Scotland information from school may be sufficient for Disabled Student Allowance, and will depend upon:
 - recency of assessment
 - who has conducted the assessment

However SAAS will only consider recommendations for support from the students' Needs Assessor or Disability Advisor.

Due to data protection it is important that students ensure that arrangements are made to ensure information can be shared between school and post-school.

11

Workplace Assessments

- Workplace assessments may be carried out to ensure that barriers are identified, and reasonable adjustments are in place to enable the individual to access their employment.
- The requirement to assess will be dependent on the severity of the individual's dyslexia and whether it has been identified as a disability.

12

Links and Resources

Addressing Dyslexia Toolkit – <http://addressingdyslexia.org/>

Free Open University Online Learning Modules -
<http://addressingdyslexia.org/free-online-learning-modules>

Education Scotland's National Improvement Hub –
<https://education.gov.scot/improvement/learning-resources/dyslexia-and-inclusive-practice-professional-learning-resource/>

Dyslexia Scotland - <https://www.dyslexiascotland.org.uk/>

Reading Circle - <http://addressingdyslexia.org/reading-circle/>

Writing Circle – <http://addressingdyslexia.org/writing-circle/>

CALL Scotland - <https://www.callscotland.org.uk/home/>

13

margaretcrombie@me.com

carol.graham@modschools.org

14