

What is dyslexia?

It is estimated that 1 in 10 people has dyslexia. Dyslexia exists in all cultures and across the range of abilities and backgrounds. Dyslexia often runs in the family. There is no 'cure' but lots of practical things can help overcome some of the barriers it presents. Dyslexia is a learning 'difference', which means that the brain can approach things in a different way to other people. Dyslexia can affect the way people communicate, and is different for everyone. It is not just about reading and writing and it has nothing to do with intelligence. Dyslexia is classed as a disability under the Equality Act.

Unidentified, dyslexia can result in low self esteem, stress, behavioural problems, and underachievement. But with the right support, children and adults with dyslexia can reach their potential. Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching. Adults with dyslexia will benefit from reasonable adjustments in the workplace such as using assistive technology.

Strengths associated with Dyslexia

Can be very creative and good at practical tasks.



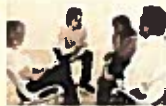
Strong visual thinking skills such as being able to visualise a structure from plans.



Good verbal skills and social interaction.



Good at problem solving, thinking outside the box, seeing 'the whole picture'.



Difficulties associated with Dyslexia

Problems with reading, taking notes, remembering numbers, names and details.



Difficulty with time keeping, organising work or managing projects.



Difficulties with spelling and writing.



Short-term memory problems and sequencing difficulties such as following instructions or directions.



It is important to remember that everyone with dyslexia is different and that they will not necessarily experience all of the things above. Everyone has different strengths, difficulties and strategies that work for them.

In 2009, the Scottish Government, Dyslexia Scotland and the Cross Party Group on Dyslexia in the Scottish Parliament agreed a working definition of dyslexia:

"Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas. The impact of Dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties". (The full definition is available on Dyslexia Scotland's [website](#)).

What is the right support?

Support should take account of the learning styles and individual needs of the child or adult. Sometimes asking the person with dyslexia to suggest solutions to problems can produce simple but effective results. Things that can help are:

- Early identification and provision of appropriate support as soon as possible
- Peer support for help with reading/writing activities
- Use of mind-mapping or flow charts for project management
- Regular tasks and instructions broken down into graphics
- Use of coloured overlays and coloured paper
- Assistive Technology for reading, writing and recording of information

More information

- **Dyslexia: A Beginner's Guide** by Nicola Brunswick
- **Dyslexia and Us:** a collection of personal stories by Dyslexia Scotland (email info@dyslexiascotland.org.uk for more information)
- **Dyslexia Scotland** has produced a wide range of leaflets on dyslexia which you can see at www.dyslexiascotland.org.uk/our-leaflets

Dyslexia Scotland runs a confidential Helpline which can offer advice and information about dyslexia. Anyone can contact the Helpline.

Phone **0344 800 8484** or email helpline@dyslexiascotland.org.uk
(Monday – Thursday 10am – 4.30pm, Friday 10am – 4pm)

www.dyslexiascotland.org.uk

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Dyslexia: Information for Teachers

Throughout their career, all mainstream teachers will have children with dyslexia in their class. They are the pupils who, from the beginning, struggle with reading, writing and/or spelling and possibly numeracy. However, they may be creative, articulate, imaginative or perform well in practical subjects. These children need to be identified, supported and closely monitored **as early as possible** to help them to succeed.

General indicators of dyslexia

- Might appear to be 'bright' in some areas but have a 'block' in others
- Poor letter-sound recognition, awareness of sight vocabulary and sequential ordering
- Poor short-term working memory – difficulty following instructions, forgets to do things
- Slow at information-processing – spoken and/or written language
- Might have a limited concentration span

Reading and writing

- Poor standard of written work in comparison with oral language skills
- Incorrect or confused sentence structure
- Planning difficulties; 'muddled' sequencing of ideas/events; confusion with tenses
- Incomplete, 'messy' or disorganised presentation of written work
- Poor letter formation and spacing; difficulties with pencil grip and control
- Frequent letter and number reversals (b/d; p/q/g; 2/5; 6/9)
- Limited or incorrect use of punctuation
- Inconsistent spelling – spelling a word several ways in the same piece of writing
- Difficulty remembering the spelling of common irregular words - 'said', 'they'
- Confused order of letters in words for reading and spelling - gril/girl; word reversals - saw/was; on/no
- Unusual or phonetic spelling which is not age-appropriate
- Omits letters and/or syllables in words; misses out or adds words into sentences
- Appears to dislike or avoid writing activities
- Difficulty with blending letter-sounds to read words, and reluctance to read aloud
- Problems with breaking words into syllables
- Reads without expression in a slow, hesitant, manner with inaccuracies
- Doesn't recognise familiar words – even when read earlier in the text or on the same page
- Problems with copying information

- Tendency to lose the place; problems with scanning text from left to right
- Difficulty with comprehension and/or picking out the main points
- May disregard, or rely on, context and/or picture cues to aid comprehension

Numeracy and time

- Difficulty with sequential order, multiplication tables, days of the week
- Confusion with mathematical symbols such as + and x signs
- Difficulty understanding the concept of place value
- Problems with reading/understanding the language of maths
- Confused by positional language and directions - before/after; top/bottom; x/y axis
- Problems with telling the time, time-management and/or concepts of time - yesterday, tomorrow
- Difficulty with sequence and direction of procedures; copying or layout of written work

Behaviour

- Appears to be disorganised and/or confused by everyday tasks
- Uses avoidance tactics - looking for equipment, sharpening pencils
- Performance/standard of work is inconsistent – has 'good days' and 'bad days'
- Seems restless, easily distracted, inattentive and/or easily tired
- Has little to show for a huge amount of effort; frustrated by lack of achievement
- May adopt the role of 'class clown', be withdrawn, uncooperative or disruptive

**Remember that every child with dyslexia is different
and has individual difficulties and strengths.**

How teachers can help

- Although children with dyslexia will need additional targeted support, there are many ways that teachers can help in the mainstream classroom. Minor changes to day-to-day practice can make a huge difference towards effective learning.

Seating and grouping

- Check that each child can hear and see you, the board and visual prompts clearly
- Seat the pupil where you can make eye contact and provide support quickly
- Group pupils according to each activity, not by literacy level, unless specifically teaching literacy skills

Information, instructions, organisation

- Give children thinking time to process information and respond appropriately
- Make instructions short and simple. Break them down into small steps
- Explain and present information many times in various ways (pictures, flow charts, diagrams)
- Ask pupils with dyslexia to repeat instructions so you can check their understanding
- Display prompts and reminders about what to do, where to find things, useful words
- Put labels on equipment and always keep them in the same place
- Provide desk-top mats/jotter inserts - word banks, prompts and personal targets
- Provide (and demonstrate how to use) practical aids such as calculators, number/tables squares

Memory

- Use multi-sensory approaches to ensure that information is absorbed and stored.
- Teach a range of strategies to help children learn letter sounds and spelling rules.
- Many children with dyslexia are kinaesthetic learners - they learn by doing. Engage them in purposeful movement, using rhythm and visual activities to stimulate memory and trigger recall

Written work

- Encourage alternatives to writing – drawing, dictating/recording answers.
- Check children's learning by requesting non-written responses - draw, act out, sing, dictate answers
- Limit writing demands and give plenty of time to complete written work
- Ensure that keyboard skills are taught - encourage the use of a computer
- Provide planning formats/writing frames/ /story skeletons for extended writing
- Teach children how to use mind maps, spider webs, bullet points, flow charts, ICT

Marking

- Develop a code with your pupils for marking errors. Using a cross or red pen to highlight errors may not be the best way – lightly underline or use a dot
- Try to explain errors made by marking their work with the pupil present
- Specify what will be marked - content, spelling, technical skills or presentation - and mark only that
- Minimise the number of errors you highlight – perhaps only one of each type. Suggest how to avoid these in the future
- Use directed praise – say what you are praising – include effort as well as attainment
- Avoid negative feedback in front of the class; give individual feedback privately

Reading

- Provide tinted filters/overlays or reading markers
- Use non-white paper and ask individual preferences for test papers
- Match reading resources to reading ability, ensuring that it is age appropriate
- Encourage the use of books in audio/digital format to support access to texts
- Teach the use of keywords, highlighting, colours and images to help remember information
- Highlight the main points in text to support comprehension, prediction and recall
- Teach key vocabulary for new topics – use flash cards, word mats, posters/word walls
- Ensure that the child is comfortable reading aloud – unless planned/prepared in advance
- Introduce paired/shared reading activities to improve fluency, aid understanding and build confidence

Board work

- Limit the amount of reading/copying from the board. Give copies of notes/examples
- Use coloured markers for board work. Try some of the following strategies:
 - Set the Smart board background on a colour – beige, blue
 - Shade white boards to eliminate glare/reflections
 - Write different items in different colours
 - Number or mark the start and end of each line/topic clearly

More in-depth information to help in the classroom

- **Addressing Dyslexia Toolkit** – www.addressingdyslexia.org
- **Dyslexia: A Practitioner's Handbook (4th Edition)** by Dr. Gavin Reid
- **Maths for the Dyslexic: A practical guide** by Anne Henderson
- **Dyslexia Pocketbooks (Teachers Pocketbooks)** by Julie Bennett & Phil Hailstone
- **Supporting Students with Dyslexia in Secondary Schools** by Moira Thomson
- **The Teaching Assistant's Guide to Dyslexia** by Gavin Reid & Shannon Green
- **100 Ideas for Primary/Secondary Teachers for Supporting Children with Dyslexia** by Gavin Reid & Shannon Green
- **The Little Book of Dyslexia** by Joe Beech



Dyslexia - transition from primary to secondary school

The transition from primary school to secondary school can be daunting for children with dyslexia. Most primary and secondary schools work together to put in place strategies which will help. Arrangements must be made before the child moves to secondary school. If you are unsure about what the arrangements are, contact your child's primary and secondary schools.

The difficulties

Moving to secondary school can create the difficulties for some of these reasons:

- There are lots more teachers and more children – have to remember more names
- Change of classroom every period – have to get to know new locations
- Finding their way around – directional difficulties
- Timetables – have to know where they should be and when
- More books and equipment – what is needed each day is different
- Lots of homework – what to do each evening needs organisation
- New terminology in subjects – information overload
- Lack of confidence because of unfamiliarity
- New support staff

How to help

- Make sure all teachers know that your child is dyslexic. You might have to do this each year
- Help your child to read timetables. Make several small blank timetables which you can help your child to fill in (keep spares for when they get lost)
- Help your child to colour code books/equipment and match it to a colour on the timetable
- Encourage your child to put a big copy of their timetable on their bedroom wall or somewhere it can be seen easily
- Remind your child each evening what day it is and what equipment is needed for the next day. Get them to prepare their bag the night before
- Get them into the habit of checking their bag for homework each night

- Ask the secondary school to consider a buddy being allocated to them to help with directions, where to go etc
- Ask the school for a glossary of terms used in new subjects so that you can find out the meaning of words before work begins
- Provide access to as much technology as possible. Ideally your child should have their own laptop with spellchecker, predictive software and access to a printer at home
- Encourage your child to explain to teachers how they learn best and what they need to support the learning process
- A meeting should be held after a few weeks settling in to review progress and identify any difficulties
- School staff should have a knowledge of the relevant legislation, rights of the child and responsibilities of the parent or carer to best support the pupil before, during and after transition



Dyslexia - assessments for adults

What is an assessment?

An assessment for dyslexia helps identify strengths and weaknesses and what type of learning best suits you. An assessment usually lasts around 2 hours and consists of a series of exercises which will help the person doing the assessment understand how your brain processes information. Assessments are usually carried out by Educational Psychologists, Occupational Psychologists or dyslexia specialists.

Why have an assessment?

The reason for having an assessment is different for each person. Some people simply want to know whether or not they are dyslexic. Some people might want to think about the support they need in further and higher education. (An assessment of dyslexia from school will not normally be accepted after school.) Other people might want to think about what support they might need in the workplace – dyslexia is considered as a disability under the law and reasonable adjustments can be requested by employees and employers. Please note that you do not necessarily need to have an assessment in order for your needs to be met.

How to get an assessment

There are no free assessments for adults and the cost can range from £300 - £500. Dyslexia Scotland has a list of qualified assessors who can carry out assessments for dyslexia. They are either Educational Psychologists or qualified dyslexia specialists and are based in different parts of Scotland. Assessments should only be carried out by people who have qualifications to do this.

There are a number of online screening tools for dyslexia but these will not tell you if you are dyslexic. However they can be useful in giving you some initial information.

Before you have an assessment

If you work, consider speaking to your employer. Employers are not obliged to help with the cost of an assessment but it might be worth asking them if they will consider this as an assessment could benefit them as well.

After an assessment

After an assessment you should get a verbal and written report of the findings with suggestions of strategies or software that might help.

You might experience a range of emotions following an assessment. Some people feel relieved or euphoric. Others might feel angry that they have not been able to get help earlier.

There are people you can talk to. Dyslexia Scotland runs Adult Networks for people with dyslexia to share experiences and learn from each other. There is a network of volunteer-led branches across Scotland. Dyslexia Scotland also has an Employment Service to support people with dyslexia in the job search. To find out more about these go to www.dyslexiascotland.org.uk or contact our Helpline on 0344 800 8484 or helpline@dyslexiascotland.org.uk

The assessment might show that what you are experiencing is not dyslexia but it should still highlight your strengths and weaknesses.

More information

- 'Dyslexia: A guide for employers', Dyslexia Scotland
- 'Dyslexia: A guide for employees', Dyslexia Scotland

These and all of our leaflets are available to download at www.dyslexiascotland.org.uk/our-leaflets



Dyslexia and Visual Issues

There are visual and visual perceptual (the way the brain deals with visual information) problems which can cause difficulties similar to dyslexia.

These difficulties might not be detected in a standard eye test and can occur in children or adults with perfect vision. Not everyone with dyslexia will experience these visual problems, and people without dyslexia can also have these difficulties. **All of these conditions can be treated.**

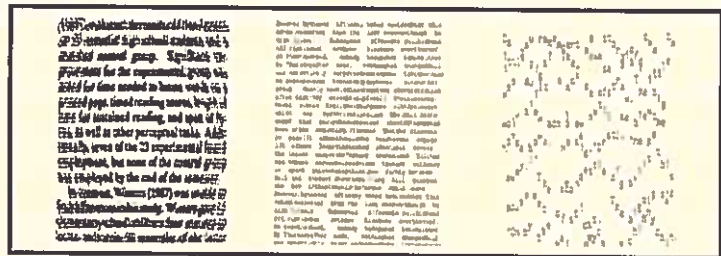
The types of problems

- ◆ **Binocular Instability:** binocular vision coordinates the eyes. When both eyes work together, rotating and focusing, this results in a clear single image.
- ◆ **Eye Movement Control:** in reading, the eyes make short rapid movements interspersed with short fixations. When these movements are poorly controlled, it is common to miss words, lose your place in a passage or struggle to track along a line of text.
- ◆ **Meares-Irlen Syndrome also known as Visual Stress:** this is a sensitivity to light, pattern and flicker which can result in distortions of the text and the illusion of the print moving or blurring. This can lead to nausea, and headaches. Visual stress is more common in people with dyslexia.
- ◆ **Visual Discrimination:** the ability to recognise similarities and differences between images and patterns, which is a basic requirement for reading and spelling.
- ◆ **Visual Memory:** the ability to recall visual information such as words and shapes. This can cause difficulties with learning sight vocabulary, spelling and letter orientation.

You may experience some of the following:

- ◆ Distortion when viewing a page of print
- ◆ Letters appear to move or jump about
- ◆ Patterns or colours in text

- ◆ There might be glare when reading
- ◆ Difficulties following a line of text or column of numbers
- ◆ Sore eyes/eyestrain
- ◆ Tiredness when reading
- ◆ Words and letters may blur
- ◆ Headaches/migraines



What can help?

- ◆ An assessment by a qualified optometrist/orthoptist – it is really important to have vision assessed by someone who can look at a range of visual conditions as many of the symptoms or difficulties can be caused by more than one condition. It is also common for more than one visual or visual perceptual condition to be present
- ◆ Having a conversation with a child about what they see when they look at text
- ◆ Removing the contrast of black text on white paper
- ◆ Using coloured rulers/overlays
- ◆ Using tinted paper to write on, rather than using white paper
- ◆ Glasses with special lenses to suit your requirements
- ◆ Performing exercises might reduce some of the difficulties
- ◆ Clear fonts, such as Century Gothic, Comic Sans or Verdana, minimum size 12

For More Information

- ◆ **Reading Through Colour** by Arnold Wilkins
- ◆ **Dyslexia and Vision** by Bruce J. W. Evans
- ◆ **Dyslexia and Us: A collection of Personal Stories** by Dyslexia Scotland
- ◆ **Dyslexia Friendly Formats** (one of the information sheets available to download from our website)
- ◆ **Visual Issues FAQ** (one of the information sheets available to download from our website)



Dyslexia - information for parents

If dyslexia is making it hard for your child to do well at school or if they are losing confidence or avoiding school work, what can you do? The following tips might help.

Be understanding

Remember that your child will be working harder than their classmates or siblings because of the processing difficulties associated with short term memory. This means that they may come home exhausted, frustrated and possibly angry with themselves and others. Your role is to provide as much praise as possible for what they have done well and help them stay organised.

Be encouraging

You have a tremendous influence on your child's attitude to learning. Remind them that everyone is good at something and even though they find some things difficult, they have other strengths.

- ◆ Your child's success will be greatly increased if they feel confident.
- ◆ If they feel confident then they will not feel stupid.
- ◆ If they feel confident then they will keep trying.

Be supportive

It is important to liaise with the class teacher and Support for Learning staff in order to maintain positive relationships with school. Share your concerns with the teacher and discuss ways to tackle problem areas together. It is not your child who is a problem, nor is it dyslexia. If your child can learn in the way that suits them, then school work will not be as difficult. Schools and local authorities have policies for working with children with additional support needs - you can ask for a copy.

Be patient

- ◆ Try to avoid failure at home, which should be a reassuring and supportive place.
- ◆ Allow time to relax – your child will be tired after trying to keep up all day.
- ◆ Give hints and reminders – being tired makes short term memory worse.

- ◆ Be realistic about the time your child takes to complete homework. Discuss concerns about how long homework takes with the class teacher.
- ◆ Try doing homework in short blocks of 15 - 20 minutes to improve concentration.

Be positive

- ◆ Encourage and praise your child for all the things they do well.
- ◆ Do not show your anxiety – be calm and encouraging.
- ◆ Read longer texts aloud and discuss how your child will tackle them.
- ◆ Give rewards – a computer game, TV programme, trip to the park.
- ◆ Let your child watch TV and discuss programmes with them. This may be supportive of your child's learning and could make it easier for them to retain information discussed.

Be organised

- ◆ Establish a routine, with rest periods. You know your child and what suits best.
- ◆ Create a clutter-free homework area at home to help with focus and concentration.
- ◆ Plan for breaks during homework, breaking large tasks down to manageable tasks.
- ◆ Make sure you are familiar with your child's school timetable so you can help with daily organisation.
- ◆ If your child struggles to properly record their homework, arrange for them to check with a classmate at the end of the day, or for the teacher to provide a written note.
- ◆ Colour-coding different subjects or a timetable may be useful and help your child to pack the correct coursework, books and equipment each day.

Further information

- 📖 **Dyslexia: A Parent's Survival Guide** by Christine Ostler
- 📖 **Overcoming Dyslexia** by Beve Hornsby
- 📖 **Dyslexia: A Complete Guide for Parents and Those Who Help Them** by Dr. Gavin Reid
- 📖 **Dyslexia: A Parent's Guide** by Maria Chivers
- 📖 **Taking the Hell out of Homework** by Neil Mackay
- 📖 **The Everything Parent's Guide to Children with Dyslexia: All you need to ensure your child's success** by Jody Swarbrick



Dyslexia-friendly formats

When producing documents and worksheets, it is important to focus on the presentation and layout to ensure that information is easily accessible. The following suggestions may be helpful:



- Use pastel shades of paper (cream is a good alternative to white).
- Matt paper reduces 'glare'.
- Avoid black text on a white background and light text on a dark background.
- Use text at font size 12 or above.
- Use fonts which are clear, rounded and have a space between letters, such as:

Century Gothic

Comic Sans

Arial

Verdana

Tahoma

There are also fonts that are similar to a handwritten style, or ones that might be more 'dyslexia friendly' such as:

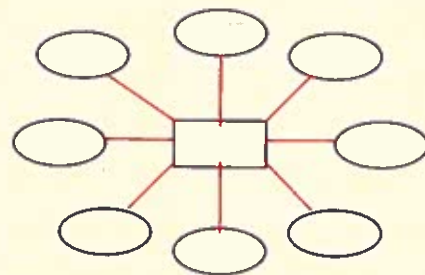
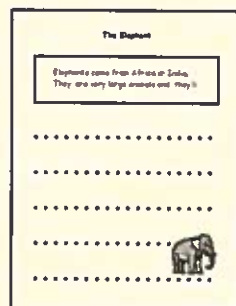
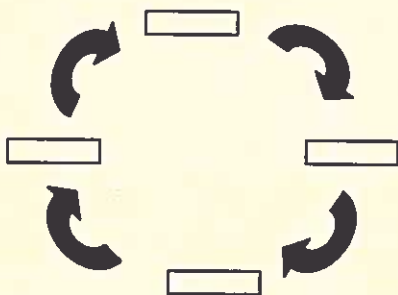
DK Cool Crayon

Dyslexie font

(You can find free or low costs fonts like these in Microsoft Word or online)

- Use 1.5 or double line spacing
- Use wide margins
- Use lower case rather than capital letters

- Use numbers or bullet points rather than continuous prose
- Avoid the use of background graphics with text over the top
- Use text boxes or borders for headings or to highlight important text.
- Avoid underlining and *italics* which can make words 'run together'.
- Use bold text for titles, sub-headings or to draw attention to important information or key vocabulary
- Colour-code text – for example, information in one colour, questions in another
- Include flow charts, illustrations and diagrams to break up large sections of text or to demonstrate a particular procedure



- Ensure that data, charts and diagrams are logical and easy to follow
- Sentences and written instructions should be short and simple
- Keep paragraphs short - dense blocks of text are difficult to read
- Avoid too much text on the page. Make sure that it isn't too cluttered
- Remember to leave plenty of space for people to write their responses

If in doubt, ask the person what they prefer.

Everyone is different but relatively simple changes can make a big difference, not just to people with dyslexia.



Famous people with dyslexia

Being dyslexic does not mean that you cannot achieve things and succeed in life. Here are some famous people with dyslexia.



I never really had anyone to help who understood dyslexia and who could bring out my strengths.

Jamie Oliver, Chef

All through school, while I was good at football, I felt the struggle when it came to things like a spelling test.

Steven Naismith, Scotland and Norwich Footballer



**Holly Willoughby,
TV presenter**

**Sir Jackie Stewart,
President of Dyslexia
Scotland**



School was not a happy place.

**Lewis Hamilton, Formula One
World Champion**





Being dyslexic can also help in the outside world. I see some things clearer than other people do.
Richard Branson, Entrepreneur



I thought I wasn't smart, I just couldn't retain anything.
Jennifer Aniston, Actor

My daughter is severely dyslexic but an early diagnosis has meant she is now a prolific reader and writer and enjoys both, whereas I have never.

Sir Steve Redgrave, Olympic Rower

Kenny Logan, Rugby Player



I wasn't scared about playing international rugby, just about filling in the gas bill.



Exams for children and adults with dyslexia

The Scottish Qualifications Authority (SQA) is the awarding body for the majority of examinations undertaken in secondary schools and colleges in Scotland and it has a sympathetic and forward-thinking policy towards candidates with dyslexia. If a candidate has dyslexia and additional support needs they may need an assessment arrangement. Schools and colleges are responsible for addressing the additional support needs of children and people who face a barrier to learning and they will liaise with the SQA to:

- identify and verify the need for an assessment arrangement
- select an appropriate form of assessment arrangement
- authorise the request

It is essential that the candidate is involved in the assessment arrangement and has agreed to it; evidence of this is required by the SQA. Parents should also be aware of what assessment needs their child has.

Assessment arrangements

Some candidates might be eligible for an assessment arrangement (AA) for an exam.

These can take the form of:

- Digital exams
- Extra time (usually 25%)
- An electronic/human reader and/or scribe
- Use of a word processor with or without extra time and spell check
- Transcription with or without correction
- Large print text
- Coloured paper, including graph paper and/or use of coloured overlays
- A prompter

Assessment arrangements will be specific to each candidate and it is important that the candidate is familiar with their chosen strategies. This means that they should be given an opportunity to practise their strategies prior to sitting exams and in most cases assessment arrangements should reflect classroom practice. Some might find one strategy works for all of their subjects; others will need to use different support measures in different circumstances.

SQA's principles of assessment arrangements are:

- Candidates for whom arrangements are requested should potentially have the ability to achieve the national standard (but are unable to do so using the published assessment arrangements)
- The integrity of the qualification must be maintained
- Any assessment should reflect, as far as possible, the candidate's normal way of learning and working

The exploration of strategies is most effective if it begins as early as possible. If there are difficulties in putting arrangements into place, contact should be made with either the school Head Teacher, college Principal or local education authority. It is always better to establish and maintain a good working relationship with the academic establishment. If this breaks down, however, persistence might be needed in order to find solutions to the candidate's difficulties.

Dyslexia Scotland has written a short leaflet about SQA's assessment arrangements for the National Literacy Units. It outlines a new arrangement around the use of human readers and scribes in the units. Please contact www.dyslexiascotland.org.uk for more information.

Further information

- **Supporting Students with Dyslexia in Secondary Schools** by Moira Thomson
www.dsse.org.uk
- **The Study Skills Handbook** by Stella Cottrell
- **Maths for the Dyslexic: a Practical Guide** by Anne Henderson
- There is lots of information about assesment arrangements and a range of previous past papers including digital exams at the Scottish Qualifications Authority website www.sqa.org.uk



Identification of dyslexia in schools – information for parents

In general, the identification of dyslexia for school pupils is not a one-off test. It should be a holistic and collaborative process which takes place over a period of time, drawing on a range of observational and assessment methods and it should support the pupil's next steps for learning.

A process called **Staged Intervention** will normally be put into place when a concern has been raised about the pupil. This will:

- Identify the difficulties/needs - what is happening and why
- Make some small adaptations within the curriculum - such as personalising the pupil's learning, breaking down learning tasks and using assistive technology. Record and review how the pupil progresses over a period of time
- Decide what else, if anything, needs to be done.

The [Addressing Dyslexia Toolkit](#) has a helpful [description of staged intervention and Pathway Identification process](#) which explain the steps that are normally taken to identify the needs of a pupil who may be dyslexic.

Staged intervention should involve the pupil, parents/carers, class teacher and learning support staff. Parents or pupils may be unaware of unobtrusive support that is put into place in the classroom. Good communication between the school and parents is crucial and will deliver the best outcomes for the pupil.

An **assessment** of dyslexia will typically look at reading, writing, spelling, vocabulary, verbal ability, reasoning and short-term working memory. The assessment should help identify the pupil's strengths, development needs and what kind of support they might benefit from.

Important – the identification and support for dyslexia varies across local authorities. This leaflet is designed to give an overview of the process. Councils will have a policy about how they support pupils with dyslexia which should be available online or on request.

Who identifies and supports dyslexia in schools?

Class Teacher, who will refer to Support for Learning.

Support for Learning will usually carry out screenings and possibly a more in-depth assessment. Staged Intervention, including support, will be put in place in conjunction with the Class Teacher and in liaison with parents/carers.

An Educational Psychologist or other professionals may also be involved to offer advice and intervention to young people, parents, schools, the Education Service and any other partners in the assessment, identification and planning for pupils with dyslexia.

How important is the 'label' of dyslexia? Dyslexia Scotland believes that the 'label' of dyslexia helps a child to understand the difficulties they are experiencing and the strengths associated with dyslexia. Schools should provide the correct support for every pupil who needs it, regardless of whether or not they have been identified as dyslexic.

What should I do if I think my child has dyslexia? Speak to the Class Teacher about your concerns - you might also want to speak to the Support for Learning Department and/or Head Teacher. Take notes of agreed outcomes (or ask the school to do this and send them on to you). Keep a copy of all correspondence and ask for follow up review meetings.

What can I do if I'm not happy about the support my child is receiving? Write to the school requesting that they look again at the support they are providing your child. If, after discussions with the school, you are still not happy, you can request an assessment via your local education department. For a request to be valid, it should be provided in a permanent form (including email, printed, audio recording) and should include the reasons for the request. Dyslexia Scotland has a sample template letter to request an assessment - please contact our Helpline for a copy (details below).

Independent assessments Dyslexia Scotland believes that the duty to provide the right support for all pupils lies with schools. However, for a variety of reasons, some people may wish to have their child assessed by an independent assessor outwith the education department.

Dyslexia Scotland holds a list of approved independent Assessors. Costs for assessments vary and it is worth discussing with the school before paying for an assessment. Schools are obliged by law to consider the results of any independent assessment but this does not mean that they have to implement what the report recommends. Dyslexia Scotland has a factsheet about independent assessments and your rights. Our Helpline can assist you with this and any other questions you have before, during or after the identification of dyslexia.

Before an assessment, make sure the child has had an eye and ear test as visual or hearing issues might be part of any difficulties. Schools might also suggest referral to Speech and Language Therapy/Paediatrics to rule out any underlying medical reasons.

After an assessment, ask for a copy of it for your records and keep it in a safe place - even after the child has moved from primary to secondary school or on to further education.

Further information

- **Education Scotland** has further information about supporting children and young people, including the role of staged intervention www.educationscotland.gov.uk
- **Enquire** is the Scottish advice service for additional support for learning www.enquire.org.uk
- **Dyslexia Scotland Helpline** 0344 800 8484 helpline@dyslexiascotland.org.uk (Monday - Thursday 10am - 4.30pm, Friday 10am - 4pm)



Dyslexia and Information and Communications Technology (ICT)

ICT can help children and adults in education, at work and at home by helping address many difficulties associated with dyslexia.

'Text to Speech' Software - this can be used to create a spoken sound version of the text in a computer document such as a Word file. This allows you to hear the text you are looking at. 'The Scottish Voice' (www.thescottishvoice.org.uk) is a free high-quality computer voice downloadable from CALL Scotland. Once installed, it can be used with most text to speech programs, electronic books, PDF files and other Word documents.

'Speech Recognition' Software - sometimes called voice-to-text, this converts spoken words to written text. This allows you to talk to the computer and your words appear in the correct spelling on the screen so you don't have to physically type.

Basic versions of Text-to-Speech and Speech-Recognition Software are built into Windows from XP upwards.

Spellcheckers - as well as general spellcheckers such as Microsoft Word which also shows possible grammatical errors, there are more specialist spellcheckers which deal with phonic approximations better than Word does and offer a better range of alternatives. Using 'Autocorrect' can help with correcting commonly mis-typed words.

Some software programs predict what you are typing and complete the word or phrase for you. Words that you use regularly can be added to the programme.



Screen settings - screen settings such as coloured backgrounds and changing the size, font and colour of the text can be modified on a personal computer to suit the user. These can also be changed in your web browser to suit your needs.

Virtual overlays - some people with dyslexia find that the glare of text on a white background causes visual stress. This can make it uncomfortable to read and can in some cases distort the text or cause it to move. In some cases, coloured overlays can help with this. Virtual overlays in a range of colours can be used on a computer or other device to reduce this problem.

Touch typing - for some people, being able to touch type can be very helpful as it frees the brain to focus on the content of what is being written rather than the actual process of writing



text. Learning to touch type can take a while, but there are many advantages for children and adults with dyslexia.

Apps for dyslexia - if you have a smart phone there are a variety of free and low cost Apps you can download to help with reading, writing, numbers and organisation. You can also use Apps on tablet computers.



EduApps (www.eduapps.org) is a collection of free downloadable software including examples of many of the features mentioned here. CALL Scotland's 'Wheel of Apps' for dyslexia lists iPad Apps for learners with reading and writing difficulties. There is also one for tablets.

Smart pens - a Smart Pen is a writing tool that records spoken words and synchronises them with notes users write on special paper. This could be used, for example by a student to record a lecture and replay any part of it later by tapping the pen on words written throughout the class. Information recorded can be transferred to a computer.

Further information

- **CALL Scotland** - technology for people with communication difficulties www.callscotland.org.uk – see their 'Wheels of Apps' on this website
- **Ability Net** - adapting and adjusting technology www.abilitynet.org.uk
- **Online Addressing Dyslexia Toolkit** – this free resource includes a section about technology. The homepage of the toolkit is at www.addressingdyslexia.org
- **BDA Tech** –British Dyslexia Association list of popular software www.bdatech.org
- **Iansyst** - assistive technology and disability services suppliers www.iansyst.co.uk
- **Crick Software** – educational software www.cricksoft.com
- **Concept Northern** - supporting people in employment, education and at home www.conceptnorthern.co.uk

Please note that Dyslexia Scotland does not endorse any particular product or service.





Dyslexia Scotland: what do we do?

Awareness & Campaigning

- Cross Party Group on Dyslexia
- Roadshows
- Effecting change in employment, training and teacher education
- Poster Campaigns
- Contributing to Government consultations affecting people with dyslexia
- Dyslexia Awareness Week

Workshops/Conferences/Training

- For parents and children
- For teachers, schools & Local Authorities
- For employees & employers
- For trades unions
- For adult literacy & numeracy
- For colleges & further/higher education

National Volunteering

- Ambassadors & Young Ambassadors
- Volunteer Careers Advisors
- Resource Centre & Office Volunteers
- Media, Events, Publications & Fundraising Volunteers

Partnership working

- 'Making Sense' review recommendations
- Addressing Dyslexia Toolkit
- Supporting Dyslexic Pupils
- Dyslexia at Transition
- Counselling

Assessment and Tutor Services

- Maintain Assessors List and Tutors List for children and adults
- Provide assessment advice
- Recruit tutors
- Run short-termly tutor seminars
- Provide information and support for tutors

National Helpline : 0344 800 84 84

- T14 trained advisors (PDA qualified)
- Support, advice and help
- Signposting
- Emotional support

Membership

- Feedback your views - we want to hear from you
- Quarterly Magazine
- Meet others with similar experiences
- Part of your membership fee goes to your local branch
- Discounts on events and assessments

Volunteer-led Branches

- Local activities - events and open meetings
- Local knowledge and support
- Run by local volunteers
- Influence national policy & practice

Adult Networks

- Influencing national policy & practice
- Support & encouragement
- Contact with other dyslexic adults
- Learning opportunities

Employment Advice

- One to one careers guidance
- liaison with employers
- Development of Employment advisory services

Website : www.dyslexiascotland.org.uk

- Message boards for branches, members, tutors and volunteers
- News about dyslexia
- Events list
- Contact information
- Free downloadable leaflets & guides
- Information for people with dyslexia, parents and employers
- Webchat

What do others think of us?

"Conferences offer a wide range of good quality speakers with a choice of workshops and locations. They really helped to build the awareness of dyslexia and how behaviours related to this could be addressed." - **Teacher**

"The school has become more aware of dyslexia and as a result they have been able to offer better resources to my daughter which has improved her academic achievement. "
- **Parent, East Ayrshire**

Contact Information

Dyslexia Scotland
2nd Floor, East Suite
Wallace House
17-21 Maxwell Place
Stirling, FK8 1JU

Office: 01786 44 66 50

Fax: 01786 47 12 35

Helpline: 0344 800 84 84

Email:

info@dyslexiascotland.org.uk

Online:

www.dyslexiascotland.org.uk

Charity Number: SC 000951

Registered Number: SC 153321

Local Contact:

Dyslexia Scotland



Educators' Membership Form

Join Us Today!

www.dyslexiascotland.org.uk

Dyslexia Helpline: 0344 800 84 84



Who are we?

We are a national charity based in Stirling with a network of friendly volunteer-led branches stretching from Dumfries to the Isle of Lewis.

Our mission is to:

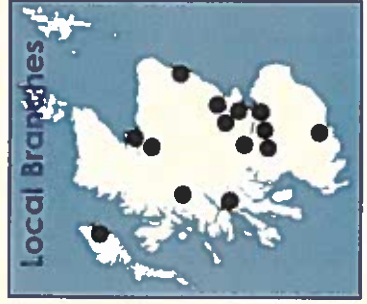
"encourage and enable people with dyslexia, regardless of their age and abilities, to reach their full potential in education, employment and life."



What services do we offer?

- A range of resources for educators
- A national helpline — e.g. info on assessing dyslexia
- Providing a tutor list
- Information and advice
- Conferences and training events

We have a network of local branches all over Scotland



What do we give you in return?

- Access to the exclusive members area on our website



- Discounts on assessments
- Discounted places at Dyslexia Scotland's annual conference
- Free quarterly Dyslexia Scotland Magazine
- Free admission to quarterly adult network meetings
- A percentage of your membership fee goes to the local branch



As an educator, what can you do to help?

Joining Dyslexia Scotland will help you to help others. Through raised awareness and understanding of dyslexia, you can have a major impact on the lives of those you teach as well as being involved in the nationwide movement to 'make a difference'.

There are over 500,000 people with dyslexia in Scotland alone.

Sign up and help support them.

To join us today

And help us to help you

Fill out the enclosed form and return to the address provided.

Please contact us if you would like more information about our other membership packages (Individual, Concessionary, Corporate), or if local authorities would like to sign up all the schools in their area.



Dyslexia Scotland MEMBERSHIP APPLICATION FORM



Name: _____

Address: _____

_____ Post Code: _____

Telephone Number: _____

Your e-mail address: _____

Gift Aid Declaration

If you pay UK income tax, Dyslexia Scotland can reclaim tax on every donation you make. This means that for every £1 we can reclaim up to 25p. As a result you can increase your payments and **it won't cost you a single penny more.**

Please tick if you agree that you are a UK tax payer and would like to treat this and your future payments as Gift Aid. It is important that you sign this form. If in future you no longer pay tax you must let us know.

Signature _____ Date _____

Please tick the appropriate box for membership type:

Individual £20

Concessionary £10
(Students 16+/Unemployed/Over 60s)
(confirmation required e.g. student card)

Tutor £30
(Dyslexia Scotland's approved list)

Educational Services/Groups £50
(1 set of mailings/discount on professional
development opportunities for 3 people)

Corporate (Businesses & Companies) £60
(1 set of mailings/discount on professional
development opportunities for 3 people)

Where did you get this form? _____

Payment information

You can pay your subscriptions and donations by any of the following methods:

- **Cheques and Postal Orders** - Made payable to "Dyslexia Scotland".
- **Membership Online** – visit our website for more information
- **Direct Payment / BACS** - Contact your telephone or Internet banking service and make a payment to "Dyslexia Scotland" Bank Sort Code 83 15 15 and Account No. 0025 6241. Please make sure you put your name as the reference so that we know who the payment is from.
- **PayPal** – If you have a PayPal account you can send your membership donation to info@dyslexiascotland.org.uk

If you don't have a PayPal account it is free to set one up and this will allow you to make payments not only to Dyslexia Scotland but to many outlets that accept PayPal as a payment service. This service will allow you to then pay your membership via Credit/Debit card. To set up a free account visit www.PayPal.co.uk
Please note: Unfortunately PayPal charges for sending payments by credit card and it is your responsibility to pay that fee. If you pay via debit card, then use the 'Family and Friends' option as no fees are charged to you or Dyslexia Scotland.

Please include your name and mention 'membership' when you send your payment.

- **Charity Choice** - You can pay your membership using a credit/debit card by visiting www.charitychoice.co.uk . You don't need to have an account to make a payment.

When you reach the site, click on the tab at the top that says 'find a charity' then look for Dyslexia Scotland. You can then make your payment. If you are paying via Credit Card there will be a charge for this. Please **do not** click the button that allows you to remain anonymous. We need to know who you are!

Your details

The information you provide on this form will be entered into Dyslexia Scotland's database and used to process your membership.

We will never pass your details on to third parties without your permission. From time to time we would like to send you information about Dyslexia Scotland's services, offers, activities, events and appeals. If you would NOT like to receive this information, please tick here.

If there is a local branch of Dyslexia Scotland near you, they might want to tell you about their events. Are you happy for your details to be passed on? **Yes** **No**

Return to: **Dyslexia Scotland, 2nd Floor – East Suite**
Wallace House, 17-21 Maxwell Place, Stirling, FK8 1JU

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Dyslexia United

An event for young people with dyslexia aged 11 - 18



Featuring poet Anita Govan

Dekko comic Illustrator
Rossie Stone

Dyslexia Scotland
Youth Ambassadors

Mural maker Andrew Crummy

Zombie author Iain McKinnon

Inspirational speaker Paul McNell

Saturday 25th March

10.00am - 3.30pm

Scottish Youth Theatre, Brunswick Street, Glasgow

contact: lena@dyslexiascotland.org.uk 01786 435127

www.dyslexiascotland.org.uk



**Dyslexia
Scotland**

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