

# Towards **effective** learning and teaching

**Also available:**

A Staff Guide to Dyslexia

A Parent's/Carer's Guide to Dyslexia

**Policy  
Link**

**Learning and Teaching  
Inclusion and Equality**



Education Resources

Addressing the issue of:  
**Dyslexia**

# Towards effective learning and teaching

The purpose of producing a policy statement on effective teaching and learning strategies for learners with dyslexia is to:

- ensure a shared understanding of terminology
- ensure continuity of support across South Lanarkshire
- provide practical advice and support to educational staff
- offer a comprehensive framework for defining roles and responsibilities:
  - within establishments and;
  - within the authority
- promote learner self esteem and confidence
- encourage active partnership with parents/carers.

The main components of the guidelines are:

- definition and use of terminology
- identification and assessment of needs
- parental involvement
- teaching approaches and support
- monitoring and record keeping
- self esteem
- formal assessments, including arrangements for SQA Examinations
- training/staff development
- resources.

It should be noted that these guidelines are accompanied by:

- a leaflet on dyslexia for teachers
- a leaflet on dyslexia for parent's/carer's.

## Specific outcomes

### 1. Definition and use of terminology

#### Outcome:

A shared understanding of a common working definition of Dyslexia.

There are numerous definitions of Dyslexia and differing views on the use of terminology. For the purposes of this policy the following definition (developed by the Scottish Government) will be used;

“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 do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.”

As a working definition, people who have dyslexic type difficulties:

- have specific patterns of difficulties within a continuum which ranges from mild to extremely severe of which the most obvious are significant enduring problems in learning to read, write and spell
- have other areas which may also be affected, including numeracy, memory, motor skills, visual/auditory discrimination, sequencing and organisational skills and
- may have discrepancies in performance between the areas of difficulties and other skills.

#### *Roles and responsibilities of staff*

School staff have a responsibility to have knowledge of the nature of dyslexia and of the strategies which are generally regarded as successful in supporting such learners.

Senior staff should ensure that an appropriate programme is prepared for the individual pupil in conjunction with the support staff. If necessary, targets should be planned for the individual pupil and an individualised educational plan should be in place. The programme should ensure a balance between teaching of basic skills and helping learners to access a wide and balanced curriculum.

# Addressing the issue of: Dyslexia

## 2. Identification and assessment of needs

### Outcome:

Learners' needs are identified as early as possible using South Lanarkshire Council's Staged Intervention process. This clear structured framework involves learners, parents/carers, staff and other professionals in the process of assessing learning and teaching priorities.

### *Roles and responsibilities of staff*

Senior staff within establishments should manage a staged system of assessment of learners needs. Establishments should use a full range of assessment techniques and staff should closely monitor and evaluate learners' progress. Use should be made of the following as appropriate:

- observation
- information from parents/carers
- information from previous establishments
- individual educational planning
- involvement of specialist staff outwith the establishment.

A formal identification of Dyslexia will be the result of the ongoing process of assessment to which all parties have contributed.

## 3. Parental/carer involvement

### Outcome:

Parents/carers are confident that any concerns over their child's progress in literacy and numeracy will be responded to promptly and sensitively by staff and that appropriate support will be provided for learners with dyslexic difficulties.

### *Roles and responsibility*

It is the establishments' responsibility to respond positively to parents/carers concerns over their child's progress in literacy. Opportunities should be provided for parents/carers

to be involved in discussions and action planning for their child. Heads of establishments should ensure the support for learning policy and South Lanarkshire's Staged Intervention process is explained to parents/carers. All staff should ensure that parents/carers are valued as integral to effective support for the learner with dyslexic difficulties.

## 4. Teaching approaches and support

### Outcome:

Learners with dyslexia will be appropriately supported, within an inclusive environment which is supportive of their learning needs.

### *Roles and responsibilities of staff*

Staff have responsibility to ensure that they are meeting the needs of learners with dyslexia by:

- developing core knowledge and skills
- participating in training opportunities to enhance knowledge and skills
- using appropriate teaching and learning strategies
- planning for individual needs
- keeping accurate records of learners progress
- collaborate with others on implementing appropriate interventions.

## 5. Monitoring and record keeping

### Outcome:

All establishments operate within the SLC Staged Intervention process to identify, support and monitor learners' progress. Learners are monitored and records of intervention are kept.

### *Roles and responsibilities of staff*

It is the responsibility of Heads of establishments to ensure progress of learners is monitored and records are kept of intervention. Heads of establishment should ensure that their systems of record keeping are

accurate and consistent. All staff should be familiar with the system and the observations, assessments and contributions of each person should be recorded in a learner profile or equivalent.

Heads of establishments should ensure the earliest possible identification of needs and support and monitoring should begin before significant literacy difficulties emerge.

Heads of establishments should ensure that a record is kept of the involvement of support for learning staff from within the school, the specialist support teacher, the educational psychologist and any other agency as required within the staged approach to assessment outlined in South Lanarkshire's A28 Operating Procedures.

## 6. Self-esteem

### Outcome

A commitment to consider the emotional needs of learners as an integral part of the learning process.

### *Roles and responsibilities of staff*

Parents/carers and staff should promote a positive emotional climate that supports the self-esteem of the learner. The adults involved should agree on the difficulties being experienced and how to support them as well as recognising the strengths of the learner. The learner should be actively involved in contributing to his/her learning experiences.

## 7. Assessment and arrangements for SQA examinations

### Outcome:

The appropriate arrangements will be put in place to allow learners to demonstrate their achievements against the Framework for Assessment (CfE).

### *Roles and responsibilities of staff*

All staff should have knowledge of the special arrangements for learners with specific learning difficulties that are available. Digital exam papers may also be accessed. The issues should be discussed with parents and learners at the earliest possible time, in order that decisions can be made about what arrangements will be appropriate.

Learners should have opportunities to practice for external examinations using the necessary supports.

## 8. Training/staff development

### Outcome:

Schools will be knowledgeable about the features of dyslexia and confident that they can meet learners needs. Staff will have sufficient training in order to meet the needs of dyslexic learners. All establishments will have access to advice from teachers with more specialist training in dyslexia, either from within the establishment's own staff or from Specialist Support Teachers.

As part of strategic staff development SLC offers a range of training activities to enhance teachers' skills, including access to modular training and additional qualifications.

Heads of establishments have responsibility to ensure that staff training needs are met by accessing staff development opportunities.

### *References:*

Staff Guide to Dyslexia  
(South Lanarkshire Council, Inclusive Education, Education Resources)

Parent's/Carer's Guide to Dyslexia  
(South Lanarkshire Council, Inclusive Education, Education Resources)

## 9. Resources

### Outcome:

All establishments use a variety of resources to support learners and young people who are dyslexic.

### *Roles and responsibilities:*

All staff are aware of specialist resources for learners with specific learning difficulties. Heads of establishments have a responsibility to ensure that staff have access to appropriate resources.

A national resource now available throughout Scotland is Assessing Dyslexia Toolkit link:

[www.frameworkforinclusion.org/AssessingDyslexia](http://www.frameworkforinclusion.org/AssessingDyslexia)

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

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