Addressing Dyslexia Toolkit - Introduction
Presenter notes.

This short presentation has been developed to provide an basic introduction to the refreshed Addressing Dyslexia Toolkit.

Information to the presenter.
Prior to sharing this presentation and information on the Toolkit please familiarise yourself with the 8 sections of the toolkit and also the free resources available in the Toolkit and which are highlighted within the presentation.

Information has been included for each slide highlighting an overview of the area covered.
To support participants engage with the presentation and reflect on their understanding and practice of dyslexia some tasks have been included with slides number 7, 10, 11, and 13 which are highlighted below.

Please note that this presentation is the intellectual property of the Addressing Dyslexia Toolkit Working Group.

If you have any queries, suggestions or wish to make changes to this presentation please contact:

toolkit@dyslexiascotland.org.uk

Slide Number	Tasks
7	**What does dyslexia mean to you?** **What strengths are associated with dyslexia?** **What difficulties are associated with dyslexia?**
10	**How does the requirement/need to be inclusive impact on your practice?**
11	**Can you name some of the characteristics which have been mentioned earlier in this presentation?**
13	**Are you aware of the your school's /local authority's process/procedure for the identification of dyslexia?**

Slide	Additional information for Presenters

1	**Background** Developed by the Addressing Dyslexia Toolkit Working Group, this toolkit is closely linked to Curriculum for Excellence and the Scottish educational context. The Addressing Dyslexia Toolkit is funded by the Scottish Government and managed by Dyslexia Scotland. This presentation is the intellectual property of the Addressing Dyslexia Toolkit Working Group. If you need to make changes to this presentation please contact toolkit@dyslexiascotland.org.uk
2	**National context** • The 2008 Dyslexia Review 'Education for learners with Dyslexia' was the catalyst for the development of the Free web based resource 'Assessing Dyslexia Toolkit'. referred to as the Toolkit • The Toolkit name was changed in 2012 to the Addressing Dyslexia Toolkit to avoid confusion/misunderstanding that this was an assessment website which it is not. • The 2014 Review made 5 recommendations aimed to improve the outcomes for learners with dyslexia , support improvements to professional learning and guidance for families, professionals and learners. • An Executive summary was published in 2014 to provide an overview of the report. Only the Scottish Definition was not summarised • An update report was published in March 2017 to share the progress of the recommendations.
3	The 2014 review was the catalyst for the refreshed Addressing Dyslexia Toolkit. It was recognised that to encourage teachers to make greater use of the Toolkit the size of the website needed to be reduced and the navigation required to be improved in order for practitioners to quickly find what they were looking for.
4	The Toolkit was refreshed to improve the site navigation and user experience following feedback from practitioners . The wide range of high quality information which was available on the previous Toolkit site is in the process of being archived so practitioners can still have access to the material to support their professional learning.
5	This is a picture of the home page. • Each tile and related menu heading links to the relevant section in the Toolkit. • This presentation will take you briefly through each tile. • Depending on what devise you use to access the Toolkit it may appear slightly different, however the information will all be there
6	A key aim of the toolkit is to highlight to all class teachers that they are in the best position to identify early indicators of dyslexia and other literacy difficulties.
7	**TASK** • what does dyslexia mean to you? • what strengths are associated with dyslexia? • what difficulties are associated with dyslexia?
8	This slide has a hyperlink to the 'What is Dyslexia' Page on the Toolkit. On this page there are some films in which children and young people talk about what their

	dyslexia means to them.
	The advice and guidance for the identification, assessment and support of dyslexia within the Addressing Dyslexia Toolkit is linked directly to the Scottish working definition of dyslexia. The definition has been developed by the Scottish Government, Dyslexia Scotland, the Cross Party Group on Dyslexia in the Scottish Parliament and a wide range of stakeholders. This is one of many definitions available and is recommended as helpful guidance by Education Scotland. Please note this definition does not only focus on Literacy as the causal factor for dyslexia.
	The aim of this particular working definition is to provide a description of the range of indicators and characteristics of dyslexia as helpful guidance for educational practitioners, children, parents/carers and others. Please be mindful that dyslexia also involves areas of strength and it is helpful if the negative aspects of dyslexia are not the only focus. For example not all individuals will experience difficulties with number skills, indeed they may have a strength in this area, the difficulty may be simply reading the question to understand what is being mathematically asked.
9	It is important to be aware that there can be a range of reasons why a child or young person is experiencing literacy difficulties which may or may not be due to dyslexia. Practitioners need to explore, indeed rule out possible other factors which can impact on the development of literacy skill, some of which are highlighted in this slide.
10	As we consider the educational provision for learners with dyslexia in Scotland, it is important to acknowledge and consider the national agenda, legislative and guidance context within which local authorities, teachers and other educators work
11	This graphic highlights the inclusive educational context in Scotland. Inclusion , equity and equality underpin all policies, approaches and legislation for children and young people. **TASK – How does the requirement/need to be inclusive impact on your practice?**
12	This section will help you to understand what to do if you have a pupil who shows any of the characteristics highlighted in the Scottish definition such as: **TASK -Can you name some of the characteristics which have been mentioned earlier in this presentation?**
13	Effective communication, respect and partnership working are key requirements between schools and families. They are essential in supporting appropriate and effective identification, planning and monitoring of literacy difficulties and dyslexia. There are a range of resources and strategies to support all involved in this section of the Toolkit.
14	The Toolkit uses a holistic approach to the identification of and support for dyslexia. The Identification pathway provides an overview of a systematic approach which can support this process.

	TASK – Are you aware of your school's/local authority's process/procedure for the identification of dyslexia?
15	Legislation provides an entitlement to transitional support if the learner has additional support needs. The 2010 Code of Practice states: 'Education authorities should have appropriate arrangements in place to ensure that changes in school education for all children and young people can be as smooth as possible.
16	Explore this area of the Toolkit to find a range of resources which can support professional development and learners
17	The Literacy Circles provide information and support strategies to help identify strengths and difficulties a child or young person may be experiencing when developing their reading and writing skills. There is a useful planning tool on the back page of the summary PDF versions which can be downloaded from the toolkit resource section - http://addressingdyslexia.org/forms-and-templates
18	The resources have been developed with the support of the Scottish Government 'Making Sense Working Group' . The logos highlights some of the wide representation within the group. The Scottish Government, Scottish Council of Deans of Education (Initial teacher Education), COSLA, ASPEP, Dyslexia Scotland, The Addressing Dyslexia Toolkit, ADES, the GTCS, Education Scotland. The Parliamentary Cross Party are also a member of the Making Sense Working Group.
19	There is a range of free resources to support professional learning on dyslexia and inclusive practice. • CLPL route map – available on the Education Scotland National Improvement Hub. • Open University Open Learn modules – set of free 3 linked online modules which can be completed at your own pace and which supports GTCS professional update . If all 3 are completed they will support an individual's application for GTCS Professional recognition. • Education Scotland Conversation Events • Awareness raising events • Inclusive Practice Pilot
20	A quote to consider
21	The Toolkit working group are keen to hear from practitioners who have resources that they would like to share. Please contact them through the email address. toolkit@dyslexiascotland.org.uk