Collaborative Summary Report secondary

Holistic, evidence-based overview for the identification of dyslexia

Information from Step 1

Pupil Name		**DOB**			
Class teacher		**SFL teacher**		**Date started**	

Summary of concerns and tools/strategies used so far within Establishing Needs form B (initial concerns, concern raised by, assessment/tracking results, universal tools and strategies and their impact so far)

Summary

Background

Strengths

Challenges

Support

Step 2 / 3 Scottish working definition

Dyslexia strengths - Made by Dyslexia			**Challenges - 9 areas of difficulty**
Visualising ☐ inventing ☐ making ☐ moving ☐ conceptualising (connecting ideas) **Imagining** ☐ imagining	**Communicating** ☐ explaining ☐ storytelling ☐ entertaining **Reasoning** ☐ simplifying ☐ analysing	**Exploring** ☐ questioning ☐ learning ☐ digging ☐ energising ☐ doing **Connecting** ☐ understanding self	☐ Visual processing ☐ Auditory processing ☐ phonological awareness ☐ oral language ☐ reading ☐ short term and working memory ☐ sequencing and directionality ☐ number skills ☐ organisation

☐ creating ☐ interpreting	☐ deciding ☐ visioning	☐ understanding others ☐ influencing ☐ empathising	☐ motor skills ☐ spelling ☐ writing

Standardised Assessments - scores/summaries:		
GL Dyslexia Screener	**Dyslexia Index:**	**Date**:
Missing pieces:	word sounds:	spelling:
visual search:	reading:	vocabulary:
GL Dyslexia Portfolio	**Dyslexia Index**	**Date**:
SWRT:	SWST:	Naming speed:
Reading speed:	phoneme deletion:	Nonword reading:
recall digits forwards:	recall digits backwards:	writing:
YARC - secondary Reading Comprehension	**SWRT age:**	
Reading rate: standardised score: percentile rank:	**Fluency:** standardised score: percentile rank:	**Comprehension age:** standardised score: percentile rank:

Step 4

Collaborative Review of Evidence Meeting	Date:
It is advisable for at least 3 people who know the young person to attend this meeting. This could be class teacher, SLT, SFL, DOS. One person should be a practitioner with dyslexia expertise, experience of dyslexia identification and/ or completion of the Dyslexia Scotland/Open University self study modules -An identification of dyslexia may or may not be agreed. -When considering evidence, reference should be made to the Scottish Government's "Working Definition of Dyslexia" (Jan 2009)	
Comment:	
☐ An identification of dyslexia ☐ Evidence, at this time, does not indicate dyslexia	

Tools and strategies to support pupil's learning:	**Actions**
Assessment Accommodations	

Actions to maximise learning at home
examples of support if learner is identified as dyslexic - delete/edit as appropriate… • Discuss growth mindset and self-advocacy as a dyslexic learner ('I'm a dyslexic learner, This is what I need...') • Encourage willingness to try tools and strategies exploring what best suits/supports • Readwrite Texthelp Toolbar – checkout Tools Thinglink and Tools list • Touch typing skills websites – Typing Club or Doorway or BBC DanceMat • Dyslexia Outreach Service Website – Pupil Zone and Parent Zone • Parent leaflets from Dyslexia Scotland • Watch videos about dyslexia together - See dyslexia differently Famous Dyslexics How Do Dyslexic Brains Work? Students with Dyslexia on Why Self-advocacy is Important 3 Dyslexia Strengths Explained https://www.madebydyslexia.org/quiz/

Completed by:	**Date complete:**	**Review Date:** Meeting arranged with parent/carer and class teacher to discuss agreed future planning and actions.

Effective tracking and monitoring of Support

- A support meeting should be arranged with parent/carers and SFL/class teacher to discuss agreed future planning and actions.
- Not all learners with dyslexia will require an IEP as significant adaptations often do not have to be made to meet their needs. IEPS are usually provided when the curriculum planning is required to be 'significantly' different from the class curriculum. Involvement with group work or extraction for a number of sessions a week does not normally meet the criteria for an IEP. (Dyslexia Scotland)

	Date/Initials
☐ **Collaborative meeting with colleagues** Three staff members who know the pupil to discuss, review evidence and decide whether an identification is to be made for the learner (or not) and next steps for support. Meet should include a practitioner with dyslexia expertise, experience of dyslexia identification and/or completion of the Dyslexia Scotland modules. ☐ Complete Collaborative discussion form and Collaborative Summary form	
Discuss conclusion, next steps for support, recommended support tools & strategies. ☐ **Meeting with parents/carers** ☐ **Meeting with learner** ☐ Learner Profile complete with learner	
Transition of information ☐ Upload this Collaborative Summary Report as PDF to SEEMIS ☐ Upload standardised assessments as PDFS to SEEMIS (e.g. screener, portfolio etc) ☐ Mark pupil as dyslexic (if necessary) on SEEMIS ☐ Add paper copies of above to PPR file ☐ Share digital copies of Collaborative Summary Report along with standardised assessments with parents as proof of identification/supports for further education, employment etc	

P7 Dyslexic Learner Profile

Name:	**DOB:**	**Date created:**	**Primary School:**	**Secondary school:**	**House:**

Strengths - Multiple Intelligences quiz			**Challenges (dys ID pathway evidence)**		**I can ask teachers to**
☐ Storyteller ☐ Mover ☐ Maker ☐ Imaginer ☐ Questioner ☐ Entertainer ☐ People person	☐ Word smart ☐ Problem solving smart ☐ Visual spatial smart ☐ Body smart ☐ Music smart ☐ People smart ☐ Self smart ☐ Nature smart	☐ Others	☐ Reading ☐ Writing ☐ Spelling/sounds ☐ Number ☐ Remembering ☐ Instructions ☐ Time	☐ Speaking/ choosing right words ☐ Sequencing, left/right, directions ☐ Organisation ☐ Handwriting	Give me work digitally ☐ Give me text I can listen to ☐ Model how to use digital tools ☐ Teach me how to study, memorise, organise ☐ Give me other ways to show what I know (orally, PPTs etc) ☐ Chunk things down ☐ Mark me fairly (not spelling) **AAs:** ☐ Extra time ☐ Digital papers ☐ ICT w. spell check ☐ Text- speech ☐ Speech-text ☐ 100 square ☐ Multiplication square

To learn and study best I can					
Organise ☐ Planner/diary ☐ Date/ title ☐ Folders - label ☐ Resources ready ☐ Colour code (subjects, folders, days of week) ☐ Checklists	**Chunk** ☐ Break it down ☐ Lists numbered ☐ WAGOLL ☐ Pomodoro technique (25 min study, 5 min break repeat x 3) ☐ Longer break ☐ Traffic light	**Memory** ☐ See/hear/say/ do ☐ Pics, vid, diags ☐ Post its ☐ Highlight ☐ Mind maps ☐ Flashcards ☐ Visualise ☐ Repetition ☐ Fun hooks	**Technology** ☐ Read&write ☐ Orbitnote (PDFs) ☐ Listen to text ☐ Text to speak ☐ Accessibility (phone) ☐ Notes app (phone) ☐ Voice notes	**Focus** ☐ Take a break ☐ Sleep ☐ Fidgets ☐ Healthy snacks ☐ Exercise ☐ Focus Tree app	

Secondary Dyslexic Learner Profile

Name:	**DOB:**	**Date created:**	**SFL teacher:**	**Secondary school:**	**House:**
Dyslexic profile strengths - VICREC			**Challenges**	**I can ask teachers to**	**Assessment arrangements**
Visualising ☐ inventing ☐ making ☐ moving ☐ conceptualising (connect ideas) Imagining ☐ imagining ☐ creating ☐ interpreting Communicating ☐ explaining ☐ storytelling ☐ entertaining	Reasoning ☐ simplifying ☐ analysing ☐ deciding ☐ visioning Exploring ☐ questioning ☐ learning ☐ digging ☐ energising/ doing Connecting ☐ understand self ☐ understand others ☐ influencing ☐ empathising	Multiple intelligences: ☐ Word smart ☐ Problem solving smart ☐ Visual spatial smart ☐ Body smart ☐ Music smart ☐ People smart ☐ Self smart ☐ Nature smart Others:	☐ Visual processing ☐ Auditory processing ☐ Phonics/spelling ☐ Oral language ☐ Sequencing & directionality ☐ Reading fluency ☐ Short term mem ☐ Organisation ☐ Number skills ☐ Writing ☐ Motor & coordination Others:	☐ Give me work digitally ☐ Give me text I can listen to ☐ Model how to use digital tools ☐ Teach me how to study, memorise, organise ☐ Teach me to read with understanding ☐ Give me other ways to show what I know (orally, PPTs, audio clips etc) ☐ Chunk things down ☐ Mark me fairly (not on spelling) ☐ Remind me of my strengths in class ☐ Give me breaks	☐ Extra time ☐ Digital papers ☐ ICT w. spell check ☐ Text- speech ☐ Speech-text ☐ 100 square ☐ Multiplication square ☐

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