Collaborative Summary (I)

Holistic, evidence-based overview for the identification of dyslexia

Information from Step 1

Pupil Name		DOB		Class	
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)

Assessments/samples of work completed by class teacher:

PPR summary (attendance, emotional/behavioural, hearing, vision, EAL, illness, cultural)

Previous involvement with other agencies (SALT, EP, CAMHS, ASN & Outreach, School Doctor/Nurse involvement etc)

Action

Step 2/3

Pupil summaries 'Pupil Checklist for dyslexia' and pupil voice learning conversation:	
Strengths	**Difficulties**

Parent/carer summaries other factors to consider conversation and parent dyslexia checklist	
Strengths	**Difficulties**

Teacher summaries - class observations, analysis of assessments and completed 'WTLF' checklist:		
Scottish working definition	**Strengths**	**Difficulties**
Health & Wellbeing		
Processing		
Oral language		
Phonological awareness		
Reading		
Writing		
Working memory		
Sequencing & Directionality		
Maths		
Organisation		
Motor & Coordination		
Cognitive ability		
Dyslexic profile strengths		

Assessments - enter those which your school administers. Add dates, ages, scores, may want to highlight **strengths** and **difficulties**			
Reading YARC		**Writing samples - 5 minutes**	
SWRT		Handwritten writing sample	**words**
Chronological age		Typed writing sample	**words**
Accuracy		Scribed writing sample	**words**
Reading rate		**SWST age:**	Chron age at time:
Comprehension		**or HAST 2** Spelling Age:	Chron age at time:
GL screener	Date: **Banding:**	**GL portfolio**	Date: **Banding:**
Missing pieces		General ability	
Word sounds		Single word reading	
Spelling		Single word spelling	
Visual search		Processing - Naming Speed	
Reading		Processing - Reading Speed	
Vocabulary		Phonological awareness - Phoneme deletion	
Other assessments - edit/delete as approp		PA - Nonword reading	

Phonological awareness -	Date: Score: Gaps:	Working memory	
		Writing speed	
Stage 1 Phoneme: Stage 1 Grapheme:	**Gaps:**	Stage 2 Phoneme: Stage 2 Grapheme:	**Gaps:**

Step 4

Collaborative Review of Evidence Meeting	
• 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)	Date:

Comment:

☐ **An identification of dyslexia**

☐ **Evidence, at this time, does not indicate dyslexia**

Strategy/toolbank highlighted during collaborative process:	Actions

alternative support planning template below (delete as appropriate)

Suggested Approaches/Strategies to track and monitor What will we do? How often? By whom?	Time Scale/ Review:	Review - questions, assessments & discussions How successful were the tools/strategies? How do we know? (Tracking/monitoring)	Next steps Will this support continue or be adapted? Try something else?
	Tick ✔ if successful		

Actions to maximise learning at home

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 meet with 3 professionals - class teacher, SLT, SFL, possibly DOS. Meet should include a practitioner with dyslexia expertise, experience of dyslexia identification and/or completion of the Dyslexia Scotland/Open University self study modules	
Feedback to pupil	
Create yearly Learner Profile document for consistency/transition - learner, SFL teacher, class teacher - share with PSA, parents/carers	
Feedback to parents	
Upload this report PDF, screener and portfolio assessments to SEEMIS, mark pupil as dyslexic (if necessary) and add paper copies to PPR file	