

### What does becoming a Dyslexia Friendly School involve ?

In South Ayrshire each DFS completes a process of self evaluation which involves:

- Having a designated member of staff who links with key staff in other pilot schools
- DFS being part of a school's development plan
- Training and awareness raising for all staff
- Audit of current practice
- Forming a school steering group
- Preparing a DFS action plan
- Including views of parents and children
- Implement action plan

### Schools will also be expected to have :

- A written dyslexia policy
- Clear guidelines on marking
- Clear guidelines on homework
- Tracking of literacy skills



### For further information:

<http://www.dyslexiatransition.org>

<http://www.hmie.gov.uk/documents/publication/eflwd.pdf>

<http://www.dyslexiascotland.org.uk>

<http://www.countmein.org.uk>

[www.journeytoexcellence.org.uk](http://www.journeytoexcellence.org.uk)

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

[www.actiondyslexia.co.uk](http://www.actiondyslexia.co.uk)

### Books for children and young people

My Name Is Brian Brain (Apple Paperbacks)

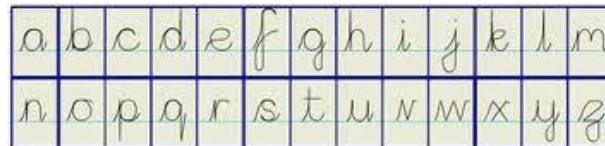
Brian Has Dyslexia (A Dr. Spot Casebook)

It's Called Dyslexia (Live & Learn) ( [Jennifer Moore-Mallinos](#) and [Nuria Roca](#) )

It's Just Dyslexia ( [Marlene D. Hauck](#) )

So You Think You've Got Problems? ( [Rosalind Birkett](#) )

Dyslexia: A Teenager's Guide ( [Sylvia Moody](#) )



Children and Community



## Information for Parents



*"being an effective school and becoming dyslexia friendly seem to be two sides of the same coin"*

Neil Mackay 2

### South Ayrshire Dyslexia Strategy assumes :

- that dyslexia can be identified as a specific delay in literacy skills which persists despite appropriate support
- that early identification and intervention are critical
- that assessment and intervention begin with the class teacher
- that learners' understanding of their dyslexia, and their views on how they are supported, are crucial
- that parents' and carers' views are important
- that the focus should be on addressing individual needs which may vary widely

Research suggest that 30 % of pupils at risk of literacy failure can be reduced to 3% with effective dyslexia friendly classroom teaching and "compensatory interaction"



In Sessions 2011-13, all Primary Schools in South Ayrshire are working through a Dyslexia Friendly School self evaluation process.

This development is linked to recent clear national developments, such as the 2008 HMIE report *Education for Learners with Dyslexia*, and the 2010 launch of the *Scottish Dyslexia Assessment Toolkit*, as well as *Curriculum for Excellence*.

In dyslexia friendly schools the **focus has changed from establishing what is wrong with the child** in order to make them 'better,' to **what is right in the classroom** in order to enhance the effectiveness of learning.

### Dyslexia Friendly Schools should ensure that:

- Parents are given clear early notice of any school concerns
- Parents' concerns are respected and acknowledged
- Information from parents contributes to the child's literacy profile
- Workshops are available on supporting their children's learning

"It has to be remembered at all stages that dyslexia is on a continuum..., varying from mild to severe with a range of difficulties and strengths according to the nature of the activity undertaken, the learning environment and any coping strategies and support in place.

As a result, every individual with dyslexia will differ in the range of factors that are affected and in the level of severity experienced."

Scottish Dyslexia Assessment Toolkit 2010