**Activity 15 Discussion Sheet - Dyslexia and Identification ‘Hot Topics’**

**Reflective questions for professional dialogue with colleagues**

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| Should the focus and resources be used on the identification or label of dyslexia or should schools concentrate on meeting the needs of the child and young person through a collaborative process? |
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| Should teachers in Scotland be required to participate in training to carry out the identification of dyslexia? |
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| Should teachers in Scotland be required to gain qualifications to carry out the identification of dyslexia? |
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| How can we provide a continuity of support and access to support for dyslexia and inclusion across Scotland?  |
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| How should independent assessments of dyslexia be regarded and supported within schools and what is the legal status of independent assessments?  |
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| Are the roles of identification and tracking for dyslexia understood within ‘Assessment is for Learning’?  |
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| Is it understood that when meeting learners’ needs the assessment of learning informs the next steps and should be continuous and separate from ‘identification’ of dyslexia? |
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| Is it understood that the label alone will not provide appropriate support; this is achieved by regular tracking and reviewing of learners needs. |
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| Can the identification process for dyslexia be a positive experience for children and young people? Does the process enable them to understand their strengths and difficulties in a supportive approach and provide opportunities for their views to be sought? |
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| Are children and young people, teachers and parents/carers provided with appropriate information/feedback to support their understanding of which approaches/strategies are effective and why? |
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