

Rùnaire a' Chaibineit airson Foghlaim agus Ionnsachadh Fad-bheatha
Cabinet Secretary for Education and Lifelong Learning
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Dear [redacted]

'ASSESSING DYSLEXIA' TOOLKIT

I am writing to you regarding the 'Assessing Dyslexia' Toolkit. You may be aware that the Toolkit was launched by Sir Jackie Stewart OBE, President of Dyslexia Scotland, and I, on 1 June 2010 at Moray House School of Education, University of Edinburgh.

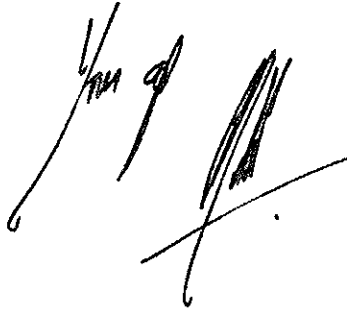
The Toolkit was produced in 2009 by an expert working group managed by Dyslexia Scotland with the support of the Scottish Government. This resource, hosted on the Scottish Teacher Education Committee 'National Framework for Inclusion' website (www.frameworkforinclusion.org/AssessingDyslexia/), aims to guide all teachers and early years workers through the appropriate pathways to identify literacy difficulties and dyslexia.

Under Curriculum for Excellence, the development of literacy skills are the responsibility of all teachers. This means all teachers should be alert to observe and respond to literacy difficulties such as dyslexia. This will help to ensure that additional support needs, including dyslexia, are identified and addressed as early as possible.

I believe the Toolkit has an important role to play in continuing professional development (CPD) for teachers across Scotland and will help them provide children and young people with the support they need to work towards achieving their full potential. I know that the Toolkit will provide opportunities for all teachers, at all levels, across the whole country, no matter what their subject area or level of knowledge of dyslexia, to work together using a common language and methodology to ensure no child or young person slips through the net.

As mentioned in Graham Donaldson's report, 'Teaching Scotland's Future', CPD is most effective when it is 'site-based', fits with an existing school culture and ethos, addresses the needs of different groups of teachers, is peer-led, collaborative and sustained. The Toolkit provides a flexible resource which schools can adapt to their needs.

I would be grateful if you could encourage all schools in your local authority to take full advantage of the 'Assessing Dyslexia' Toolkit.

A handwritten signature in black ink, appearing to read 'M. Russell', with a long horizontal stroke extending to the right.

MICHAEL RUSSELL