**Identifying the learners’ difficulty -Example 1- Learner Passport**

**Background**

This is a Learner Passport that one school is in the process of developing. This is the second year they have used it, and they are adapting it in response to feedback from teachers, learners and parents. A blank form is provided and an example of how one might be filled in for a learner who has dyslexia.

**Good practice**

* The use of the term ‘Passport’ implies that it is a document that is providing access to something and that the learner is preparing for a journey – in this case, an educational one.
* The passport is a good example of the school working in partnership with the learner and parents. In addition to the standard information usually included in learner profiles (such as the strengths of the Learner and the things they find difficult), this form includes a section for ‘This is what would help me at home’. This encourages active involvement from the parent and learner in creating the document and in implementing some strategies at home.
* The section on ‘This session I am focussing on: ’shows that this is a document that is being updated year-on-year and is encouraging the learner to set their own goals, with support, and to take responsibility for their part in the AA process.

**How could you personalise this for your school?**

* What other ways might you involve parents/guardians in supporting the learner at home with AA?
* The form has been designed to fit onto one side of A4 when completed. Would you want to add more categories or re-design the form in any way?

***Please note: the use of this resource is not a mandatory SQA requirement.*** *It is provided here for your information only, as an example of the way one school implements this step in their AA procedures. If you would like to use this resource, please feel free to adapt it in any way that suits your school.*

|  |  |  |
| --- | --- | --- |
| ***School Logo/Crest etc*** | ***Learner name******Year etc*** | ***Photograph*** |
| **These are the things that I find difficult:** | **These are my strengths and the subjects that I enjoy:** | **This is how you can help me in school with my learning:** |
| **If my teacher needs more Information:***Insert links to websites etc* | **This is what would help me at home:** | **This session I am focusing on:** |

|  |  |  |
| --- | --- | --- |
| ***School Logo/Crest etc*** | **A N Other** **S5** |  |
| **These are the things that I find difficult:*** I am dyslexic
* Writing neat notes quickly
* Remembering facts for tests
* Revision
* Extended writing tasks
* Reading small type quickly
* Calculations
* Wearing my glasses
 | **These are my strengths and the subjects that I enjoy:*** I am focused and work hard
* I enjoy my music
* I am organised
* My verbal comprehension is good
* Maths
* I have a good vocabulary
* I learn visually and use colour codes to organise my work
* I am good at problem solving
 | **This is how you can help me in school with my learning:*** Give me extra time to take notes and on extended pieces of writing
* Print out the content of the lesson
* Use a dyslexia friendly font like **Arial**
* Go over set tasks, making sure that I understand
* Let me use technology to help me organise and plan
* Clear, structured instructions
* Writing and organizing school work in a planner
* Make sure that I am wearing my glasses
* Let me use my laptop
 |
| **If my teacher needs more Information:**Educational Psychologist report in the office or online.November 2021www.dyslexiascotland.org.uk | **This is what would help me at home:*** Help me organise my school bag the night before
* Set out a timetable for homework
* Encourage me to ask for help
* Organising my work schedule at home
 | **This session I am focusing on:*** Finding better ways to revise
* Asking for help when needed
* Passing my exams at the end of the year
* Staying calm and focusing on what I can do without getting stressed
 |