**Identifying the learners’ difficulty -Example 2: Learner Profile**

**Background**

This is typical of the kind of Learner Profile that schools provide to teachers at the stage of exploring which assessment arrangements are most appropriate for a learner. This is an appendix to the assessment arrangements policy in one school, and it provides an example to teachers of the kind of information they might expect to receive for a new learner.

**Good practice**

* Staff have been given information about the learner’s needs and SfL team have also suggested strategies they might use.
* There is also reference to another, more detailed document that the school holds with information about some disabilities/ difficulties.
* Each teacher is asked to apply the AAs in their subject and confirm that the AA was used and supported the learners or not.

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

* What other information might you add to this document to suit the needs of your learners and the AA system you have in your school?

***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 particular 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.*

**Example of a Confidential Learner Profile**

**Learners name**  X **Class 4G**

**ASN: Dyslexia.**

X moved to our school from Portwells High School in October 2021. X’s literacy skills are well below average, as are their numeracy skills, although to a slightly lesser extent. Their working memory is weak, and they have difficulty with non-verbal reasoning and spatial memory. They do, however, have relatively good verbal skills. X’s frustration with their difficulties can lead to deterioration in their behaviour and they can become demotivated and lack concentration. They also have poor organisational skills.

**Strategies:**

* Classroom assistant/ peer tutor support, which will include prompting to remain on task.
* Copying of notes should be kept to a minimum, please provide photocopied notes where possible.
* Highlighter pens useful to point out main information on worksheets.
* Break tasks into chunks and check that instructions have been understood by asking X to explain the task. This would include homework tasks.
* X will need more time to read any text and/or instructions, and then to complete the task. Use of writing strategies such as writing frames, bullet points and mind maps might help.
* Please check that X has managed to make an accurate note of homework
* Provide visual cues and prompts
* Use of alphasmart/ICT to support written work
* Text to speech software and audio notes (speak to Support for Learning)
* Speech recognition
* Subject specific vocabulary lists
* Spelling jotter for unfamiliar words

**Refer to Strategies booklet:**  Supporting Learners with Dyslexia

**Assessments:** X should be given opportunities to use a reader, scribe, prompt, ICT and/or extra time to determine what arrangement, if any, will support them to access the assessment. Please submit commentary to SfL team on whether the AAs were used, how they were used and if they did in fact support the learner or if any further adaptions are required.