**Identifying Need Example 1 - Pupil Profile**

**Background**

This is typical of the kind of Pupil Profile that schools provide to teachers at the stage of exploring which assessment arrangements are most appropriate for a pupil. 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 pupil.

**Good practice**

* Staff have been given information about the pupil’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 to gather evidence to confirm whether the AA is appropriate 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 centre?

***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 centre implements their AA policy or procedures. If you would like to use this resource, please feel free to adapt it in any way that suits your centre.*

**Example of a Confidential Pupil Profile**

**Pupils 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 his numeracy skills, although to a slightly lesser extent. His working memory is weak, and he has difficulty with non-verbal reasoning and spatial memory. He does, however, have relatively good verbal skills. X’s frustration with his difficulties can lead to deterioration in his behaviour and he can become demotivated and lack concentration. He also has 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 pupils with Dyslexia

**Assessments:** X should be given opportunities to use a reader, scribe, prompt, ICT and/or extra time to determine what type of support, if any, makes a significant difference to his performance **and** **evidence to support the decision** should be gathered and submitted to SfL team.