



Dyslexia  
Scotland

# Election Manifesto 2026

Executive summary

**Dyslexia Scotland calls on all parties to commit to three urgent, achievable, technology-enabled reforms that will transform outcomes for 1 in 10 children and adults with dyslexia across Scotland.**

# Our three urgent asks



**1**

**A national School  
Leavers Passport**



**2**

**A funded National  
Pathway for Adult  
Dyslexia Assessment**



**3**

**Mandatory teacher  
training in dyslexia and  
neurodivergence**



# 1

## A national School Leavers Passport

### Solution

A digital, portable passport giving every dyslexic young person a clear, recognised record of:

- assessment evidence fit for use beyond school
- strengths, learning strategies and proven reasonable adjustments
- leaver's preferred way of learning
- assistive technology needs where appropriate.

### What Government must do

- Standardise and strengthen school-based assessments (by trained teacher assessors).
- Build a national digital passport with recommendations including assistive technology, AI support and other adjustments for independent learning.
- Require agencies including colleges, universities, Skills Development Scotland and employers to recognise it.

### Impact

Smooth transitions, reduced reassessment, improved employability and lifelong support. Investment at this stage will significantly reduce the costs of future adult assessment requirements.



# 2

## **A funded National Pathway for Adult Dyslexia Assessment**

### **Solution**

Free or subsidised assessment for all adults, supported by modern digital tools.

### **What Government must do**

- Establish a national adult assessment pathway within the first six months of the Parliament.
- Commit to the continued appointment of a cross-government adult dyslexia lead.
- Invest in AI-enabled screening as appropriate to widen access and reduce cost.
- Increase specialist assessor capacity and create simple online self-referral routes.
- Work with employers and unions to promote workplace assessments and support.

### **Impact**

Clear identification, better employment outcomes, improved wellbeing and reduced inequalities.



# 3

## **Mandatory teacher training in dyslexia and neurodivergence**

### **Solution**

Every teacher trained - consistently, practically, and supported by technology.

### **What Government must do**

- Require all Initial Teacher Education programmes and Career-long professional learning to include dyslexia, neurodivergence and inclusive practice training.
- Include practical identification skills, assistive technology and inclusive pedagogy.
- Provide AI-powered classroom tools to support early identification and reduce workload.
- Update GTCS Professional standards
- Fund high-quality digital training resources.

### **Impact**

Earlier identification, better class support, reduced attainment gap and more confident teachers.

# What these reforms will deliver

- Early identification in early years, primary and secondary settings.
- Technology-enabled assessment, where appropriate and applicable that is cheaper, faster and more consistent.
- Seamless transitions from school to further education, training and work.
- Fair access to adult dyslexia identification and workplace adjustments.
- Inclusive classrooms delivering better outcomes for all learners.
- A Scotland leading the world in AI-enhanced, evidence-based dyslexia support.



# The time for action is now

## The hidden cost of inaction

Unidentified dyslexia has significant social and economic consequences for Scotland. Without timely identification and support, many children and adults experience avoidable barriers in education, work and wellbeing. This leads to lower attainment, reduced productivity, underemployment and higher rates of anxiety and depression, which increase pressure on the NHS and other public services. Employers lose out on talent and productivity, while the economy bears the cost of lost earnings, lower tax revenues and greater reliance on benefits. Delayed identification also contributes to higher school dropout rates, reduced employability and disproportionate representation of dyslexic people in the justice system, all of which create substantial long-term costs. By contrast, early assessment and intervention deliver strong returns through improved employment, better mental health, lower reoffending rates and a more skilled and confident workforce. Acting now is not only the right thing to do for individuals and families, but also a sound economic investment for Scotland's future.

Delays mean more children struggling, more adults unsupported, and more lost potential.

These reforms are affordable, practical and deliverable within one Parliament – and Dyslexia Scotland stands ready to work with all parties to make them a reality.



Dyslexia Scotland

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