

Dyslexia Identification Pathway

Initial Concern expressed to Class teacher/support staff
Concern is recorded

Class teacher implements the use of appropriate strategies and monitors progress

Suggested resources:

- Addressing Dyslexia Toolkit
- Establishing Needs Form 1 (Toolkit)
- Relevant What to Look for Check List (Toolkit)

Continuing Concern - Monitoring of learning and support strategies,

- Link with Pupil support
- Completes 'Establishing Needs Form 2' (Toolkit)
- Completes 'Pupil checklist' (Toolkit)
- Consultation with pupil, family and staff

Child support/planning meeting

Dyslexia is identified through a collaborative and holistic assessment process when evidence gathered from all involved is highly confirmatory. The 'collaborative Assessment Form 3' can support this process

Appropriate strategies/approaches are provided based on learner's need
Assessment information will support class teachers future planning

Note: The "label" of dyslexia is not legally required to ensure that the needs of the child/young person are met, it does **not** automatically provide specific resources for the child/young person. **However** if dyslexia is identified use of the term can be very helpful for a number of reasons.

Effective communication maintained

Appropriate and timely transition planning and support

Monitor pupils progress
Class teachers and support staff continue to monitor learner and adjust curriculum accordingly. If required collate further evidence of need.