

## Pathway Overview for the Identification and Support of Literacy Difficulties and Dyslexia

### Initial concern expressed and highlighted to school from;

Parent/carer, child/young person, professionals - e.g. class teacher, support for learning/classroom assistant, community link worker, social worker, outside/partner agency.



### Class teacher begins process –

- Teacher accesses the Addressing Dyslexia Toolkit for advice and support strategies for the appropriate level/stage.
- Completes the “**What to look for**” checklist
- Implement use of appropriate strategies/approaches and monitoring (Establishing Needs/Concern Form 1)



### Continuing Concerns expressed

Monitoring of appropriate learning strategies and opportunities for the pupil by class teacher indicate that concerns/difficulties still persist

- Direct pupil support input/consultation, if required further input from educational psychology. Completion of “Gathering Information/Concern Form 2”
- Learner’s questionnaire completed - support with this may be required, it may also be completed at home by the child/young person with their family
- All information is gathered from the holistic/collaborative identification process



### Childs Planning/Support Meeting Held

#### Identification of Dyslexia agreed (Scottish definition)

Dyslexia is indicated when the evidence gathered from all those involved is highly confirmatory.



**Yes**

The “label” of dyslexia does not automatically provide specific resources for the child/young person. The label is not legally required to ensure that the needs of the child/young person are met, however if dyslexia is identified use of the term can be helpful for a number of reasons.



**No**

**Use of appropriate strategies/approaches and monitoring of teaching and learning will be continued and can be revisited if required at a later date. Assessment information will support class teachers with future planning child/young person’s learning**

Post school transition planning should provide information to the young person and family regarding assessments required and support available for further/higher education.