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.

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.

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.