

Concern about progress in literacy identified by teacher, parent or child/young person

Appropriate adjustments, including curricular differentiation, are made

Concerns alleviated

Ongoing monitoring of progress

If the answers to these questions are no and progress has been made resulting in alleviation of concerns then no further action may be required

Limited progress at the point of review

Key questions to guide assessment

- Is the learner struggling to learn accurate and fluent word reading and/or spelling?
- Does he/she find listening and talking challenging?
- Does he/she appear to have any difficulties with visual processing?
- Does he/she struggle with numeracy?
- Have appropriate learning opportunities been provided?
- Has progress been made only as a result of much additional effort/instruction?
- Have difficulties never the less persisted?

If the answer to some of these questions is yes then further assessment may be required. The Dyslexia Indicators Checklist (Appendix 4) is completed by the class teacher and shared with the dyslexia advisor/ support for learning. Refer to Addressing Dyslexia 'What to Look For', 'Initial Steps' and 'Starting the Process' sections.

Dyslexia advisor/ support for learning carry out assessment (see Appendix 5 and Addressing Dyslexia 'Resources' section) in collaboration with teaching staff, parents and child/young person

Dyslexia assessment profile/summary (Appendix 6) completed by dyslexia advisor/support for learning. Consultation with school link educational psychologist, if required.

Meeting arranged with parents, child or young person and appropriate school staff to discuss and agree assessment outcomes.

More Information required

Dyslexia not confirmed

Dyslexia is not confirmed but other possible barriers to learning have been identified

Dyslexia is confirmed and other possible barriers to learning have been identified

Dyslexia Confirmed

Further assessment may be needed including liaison with other agencies such as Speech and Language Therapy, Educational Psychologist etc.

Meeting to discuss and agree outcomes of further assessment

- Written record of meeting with agreed actions
- Copy of assessment profile/summary shared with parents and child/ young person
- Update ASN profile or Wellbeing Plan, if required
- Update SEEMiS ASN tab, if required
- Ongoing monitoring and review through staged intervention, if required