

## 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.