

Chadsmead Primary Academy

Dyslexia Identification Pathway

Staff monitor and observe children's work for discrepancies in attainment and ability over time – usually from Year 3 onwards

INITIAL CONCERN

Staff discuss any children they have concerns with at termly meetings with the SENCO where we agree additional support needs and any interventions that may be needed:

ASSESS

Staff complete a range of additional checklists including dyslexic traits, visual processing, auditory processing, spelling, handwriting and reading assessments.

Assessments and Checklists are then collated and discrepancies between results are identified

PLAN

Meet with parents to share the outcomes of the checklists and agree strategies to support the child in order to address the identified areas of need.

DO

Staff and Parents work together to put strategies agreed in place and monitor the progress of child in response to the strategies agreed and any changes that occur as a result.

REVIEW

A review of need is undertaken at the end of the term in discussion meeting with SENCO and with parents as required.

A formal diagnostic assessment for dyslexia can be obtained from the British Dyslexia Association, which provides this individual service via their website as this is not a service we offer within school.

<https://www.bdadyslexia.org.uk/services/assessments/diagnostic-assessments>

Any queries at any time, please contact Mrs Cadman (SENCO)