

# 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 )**