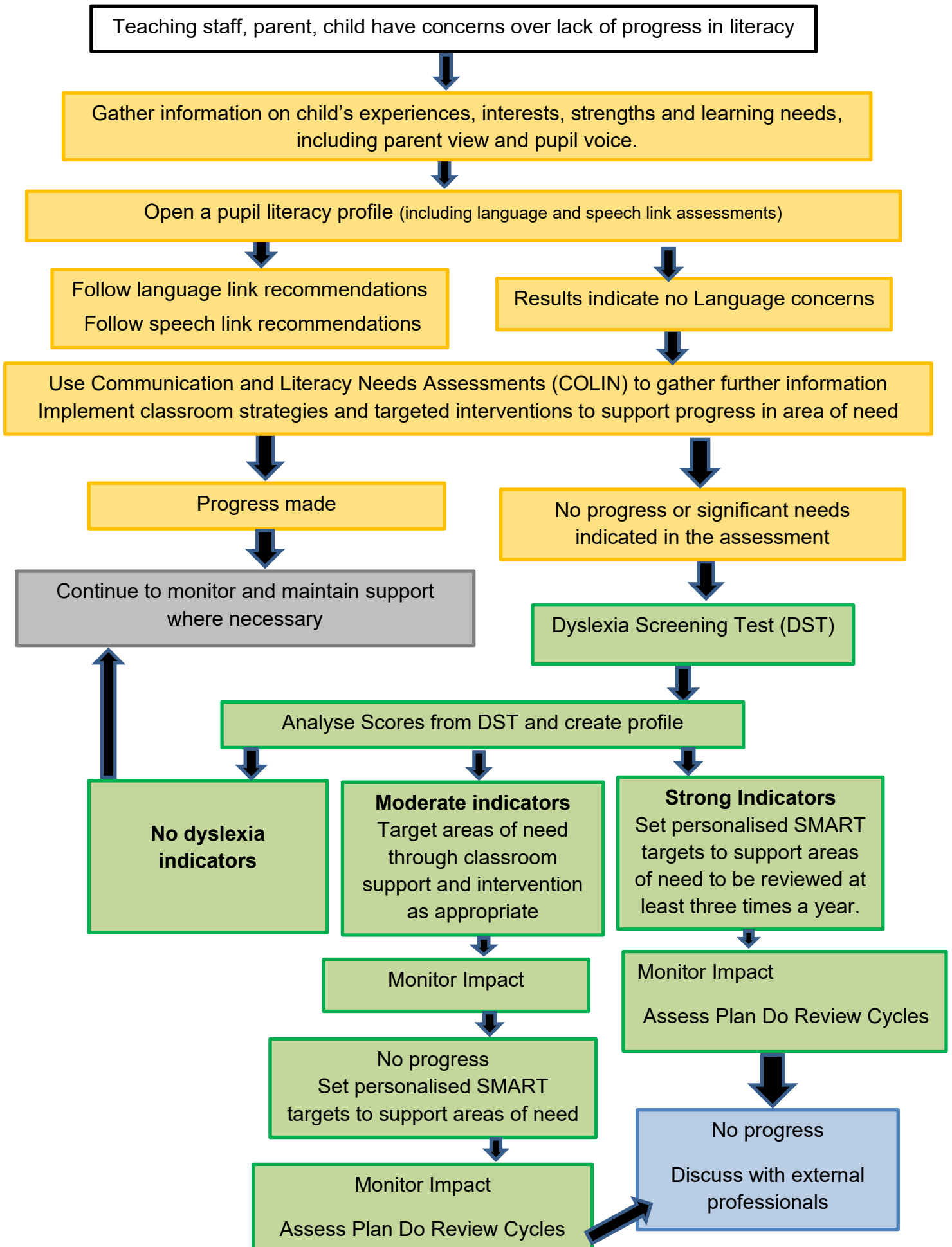
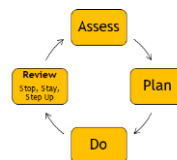




Pathway for children with Literacy Difficulties (Dyslexia)





Universal provision – Gathering baseline information – Class teacher led

Once a literacy difficulty concern has been raised, we will gather information about the child to see if there are any identifiable reasons for gaps in their learning.

The pupil literacy profile, recommended by county, is a way for us to collate information about a child in one place. This working document is used by all staff working with the child.

Some literacy needs relate to speech and language, including historical difficulties. We screen all children at the start of each academic year using online language and speech link programmes, as advised by county and the NHS. Any child identified with need will follow a prescribed programme.

The COLIN (Communication and Learning Information) checklists help us to unpick a child's difficulties and provide the basis for a discussion with school staff and parents. Sections include: Behaviour, Speech, Language, Attention and Listening, Receptive Language, Expression, Social Language, Literacy, Reading and Spelling and Phonological Awareness. If a child has a difficulty in any of these areas the class teacher can support these in class as well as through small group work.



Targeted Support – Further School -based Assessment – SENDCO led

A dyslexia screening test does not diagnose dyslexia. It is another set of assessments to add to pupil profile of child's strengths and weaknesses.

For some children this test may show no indicators of dyslexia, in which case we will continue monitor and maintain support.

For those with moderate indicators, we create a three-point action plan to address the areas of need identified and support these in class as well as through one to one or small group work. We monitor progress and if little or no progress is made, we continue to the next step.

For those with strong indicators we will set personalised, SMART targets as part of an Individual Education Plan. This is a document that is reviewed by the SENCo, teachers and parents three times a year following an Assess, Plan, Do, Review cycle.

Assess – Where the child is

Plan – Outcome/Target – Where we want the child to be

Do – Provision and actions – To enable and support the target

Review – Evaluation of impact – Cycle resumes

Enhanced External Support – Specialist Assessment – CLASS Advisor, Educational Psychologist

Where there is still no progress after three cycles, we will seek parental consent to discuss the child with an external advisor. This could lead to a formal diagnosis of dyslexia.

