



Dyslexia Identification Strategy

LITco and SENco use assessment data and pupil progress notes to identify children not progressing at expected rate for age in reading and/or writing. With class teacher and using teacher checklist, identify any with dyslexia tendencies.

KS2 teachers highlight pupils showing dyslexic features in reading and writing(ongoing throughout school year). Teacher to provide 2 writing samples and current levels. Checklists distributed to class teachers and returned to SENco. Concerns from parents should be immediately shared with SENco.

Dyslexia assessments obtained outside of school will be read by class teacher, SENco and LITco and then set aside and school procedures followed.

Screening assessment will include: GL Assessment Dyslexia Portfolio, phonological testing, listening to a child read and looking at independent pieces of writing. Findings will be considered by the SENco and LITco. Further assessment may be carried out before a discussion is had regarding individuals dyslexic tendencies with teacher and parents.

Yes

No

Share results of assessments with teacher and parent. Share copy of IEP identifying strategies to be used in class and any extra provision put in place.

LITco or SENco feedback to class teacher and parent (where appropriate). Class teacher to discuss alternative barriers to learning with KS leader in next Pupil Progress Meeting. SENco may refer on.

SEN Identified Pupils

Provision will be based on school assessments. The SENco and LITco will consider age related attainment, progress, underachievement and impact of SpLD on learning in allocation support. This will be reviewed termly to incorporate flexibility. Availability of resources may also be a factor. Provision may include: additional phonics, ace dictionary, small handwriting group, small spelling group, working in a small group with a TA for literacy, daily reading.

Children will be placed on the SEN register as having a specific learning difficulty (SpLD) for monitoring and target setting purposes with parental consent. Some children may have complex profiles where dyslexia only accounts for some of their learning difficulties. SENco and LITco will support target advice in IEP's.

Continued monitoring of progress and termly review.

Yes

Progress made?

No

Review provision and individual learning needs with class teacher. SENco possibly refer on.