

## Identification of literacy difficulties/dyslexia Process – Primary

<p><b>Universal Support</b> Class Teacher</p>	
<p><b>If class teacher is concerned about learner’s literacy</b></p> <p>Evidence of previous literacy difficulties in class - access to appropriate learning opportunities</p> <p><b>* Pupils for whom English is an Additional Language/ bilingual learners</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• The learner’s progress in, and current stage of, English (EAL tracker)</li> <li>• EAL enhanced enrolment information</li> </ul>	<p><b>*Consider:</b></p> <ul style="list-style-type: none"> <li>• Learning history –previous teacher comments/ transition notes</li> <li>• Pattern of attendance</li> <li>• Relevant family factors</li> <li>• Other additional support needs/medical factors/ previous - ongoing SaLT</li> <li>• Views of the learner</li> <li>• Parent/carer comments (if parent/carer has already voiced concern).</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Learning environment</li> <li>• Appropriate learning opportunities                             <ul style="list-style-type: none"> <li>• current in-class supports/ SfL</li> <li>• Use <b>Checklist for identifying needs, with supports and strategies</b></li> </ul> </li> </ul> <p>Begin by filling in the most pertinent Checklist section -</p> <p>**left hand side – areas of difficulty observed</p> <p>right hand side – highlight and implement 2-3 support strategies and monitor impact.</p> <p>Note start date of checklist on Pastoral Notes</p> <p>At Parent Consultation, let parent know are monitoring <b>literacy needs</b>/ putting supports in place using the Checklist.</p>

<p><b>Universal/ Targeted support Referral step</b></p>	<p><b>Further information SfL/ Class Teacher CT</b></p>
<p><b>1. Referral received</b></p> <p>If received from parent/ carer send out <b>Parent/ Carer Information form</b></p> <p>If received from class teacher/ other staff, discuss with class teacher.</p> <p><b>* Pupils for whom English is an Additional Language/ bilingual learners</b></p> <ul style="list-style-type: none"> <li>• When using Bilingual Parent/Carer info form – advised to complete face to face and to consider use of interpreter.</li> </ul>	<p>Review above *considerations with class teacher</p> <p>Discuss use of <b>Primary (Early Years) Checklist for identifying needs, with supports and strategies</b></p> <ul style="list-style-type: none"> <li>• If not already begun, ask CT to begin by filling in most pertinent section – See ** above.</li> </ul> <p>CT discuss monitoring of <b>literacy needs</b> with parents and check for:</p> <ul style="list-style-type: none"> <li>• Recent hearing test (if have concerns)</li> <li>• Eye test (children/young people under the age of 16 are entitled to annual routine eye examinations)</li> </ul>
<p><b>2. Review information already have</b></p> <p>Evidence of previous literacy difficulties in class/ with SfL - access to appropriate learning opportunities</p>	<p><b>Consider * above +:</b></p> <ul style="list-style-type: none"> <li>• Literacy assessments standardised scores – SWRT/ SWSpT</li> </ul> <p><b>* Pupils for whom English is an Additional Language/ bilingual learners</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• The learner’s progress in, and current stage of, English (EAL tracker)</li> <li>• EAL enhanced enrolment information</li> <li>• First language informal observation</li> </ul>

<p><b>3. Monitor and review</b></p> <p>Evidence that appropriate learning opportunities have been implemented/ evidence of their impact. (Universal/ Targeted/ Intensive)</p> <p><b>Timeframe may vary depending on the strategies and the learner.</b> (6-12 months)</p>	<ul style="list-style-type: none"> <li>• SfL/ CT - using <b>Checklist for identifying needs, with supports and strategies</b> review impact of strategies</li> <li>• CT to continue to fill in another pertinent section(s) –             <ul style="list-style-type: none"> <li>○ left hand side – areas of difficulty observed</li> <li>○ right hand side – highlight and implement 2-3 support strategies and monitor impact</li> <li>○ Class teacher update parents at Parent Consultation.</li> </ul> </li> <li>• Consider provision of literacy intervention</li> <li>• SfL review handwritten work (See <b>'Writing as Evidence'</b> sheet)</li> <li>• Begin to use <b>Pupil Voice Tool</b></li> <li>• CT/ SfL -continue to monitor and revisit</li> </ul>
<p><b>4. Review impact</b></p> <p>Evidence that appropriate learning opportunities have been implemented/ evidence of their impact. (Universal/ Targeted/ Intensive)</p> <p><b>Timeframe may vary depending on the strategies and the learner.</b> (6-12 months)</p>	<ul style="list-style-type: none"> <li>• SfL - Further standardised assessment: Essential: SWRT or TOWRE; SWSpT; YARC</li> <li>• Recommended: PhAB</li> <li>• Optional assessments (if required) e.g. BPVS</li> <li>• Review written work (See <b>'Writing as Evidence'</b> sheet)</li> </ul>

	<ul style="list-style-type: none"> <li>• SfL/ CT - using <b>Checklist for identifying needs, with supports and strategies</b> review impact of strategies</li> </ul> <p>* <b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Seeking further advice from your EAL teacher about:             <ul style="list-style-type: none"> <li>• Appropriate use of summative/diagnostic assessments and how to interpret results for bilingual pupils</li> </ul> </li> </ul> <p>If, despite appropriate learning opportunities, literacy difficulties persist, start to (if not already started) collate evidence using the <b>Summary and Conclusions Framework</b>.</p>
<p><b>5. Further assessment - collect information from teachers; parent/carers; learner</b></p> <p>Relevant adults' views on strengths and areas of difficulty.</p> <p>Evidence – non-standardised literacy/ associated difficulties</p> <p>* <b>Pupils for whom English is an Additional Language/ bilingual learners</b></p> <ul style="list-style-type: none"> <li>• When using Bilingual Parent/Carer info form – advised to complete face</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents (if not already contacted) to inform of formal process for identification of literacy difficulties/ dyslexia (See <b>Assessment Process – Communication with Parents/Carers</b>)</li> <li>• Discuss with parents/ carers and learner, as appropriate.</li> <li>• Send <b>Parent/carer information form</b> (if not already sent)</li> <li>• CT complete <b>full left hand side</b> of <b>Checklist for identifying needs, with supports and strategies</b></li> <li>• Use <b>Pupil Voice Tool</b></li> <li>• Undertake sections of <b>Diagnostic Literacy Assessment</b> (<b>ONLY</b> for those learners where more evidence of word level</li> </ul>

<p>to face and to consider use of interpreter.</p>	<p>difficulties is required.)</p> <ul style="list-style-type: none"> <li>• Continue to implement appropriate/ further strategies from the <i>Checklists</i></li> <li>• Continue to monitor and review impact of supports and strategies</li> </ul> <p><b>* Consider:</b></p> <ul style="list-style-type: none"> <li>• Revisiting the stage of English (EAL tracker)</li> </ul>
<p><b>6. Complete Summary and Conclusions Framework</b></p> <p><b>Refer to definition:</b></p> <p>Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.</p> <p>The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:</p> <ul style="list-style-type: none"> <li>• auditory and /or visual processing of language-based information</li> <li>• phonological processing – awareness, processing speed and or memory</li> <li>• oral language skills</li> <li>• reading fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with 2<sup>nd</sup> signatory.             <ul style="list-style-type: none"> <li>- Learning Community SfL colleague</li> <li>- L/DST teacher</li> <li>- EAL teacher</li> <li>- Educational Psychologist</li> </ul> </li> </ul> <p>Write conclusion</p> <p><b>* For bilingual learners:</b></p> <ul style="list-style-type: none"> <li>• Include reference to progress through stages of English</li> <li>• Include First Language (L1) informal assessment info</li> </ul>

<ul style="list-style-type: none"> <li>• short-term and working memory</li> <li>• sequencing and directionality</li> <li>• number skills</li> <li>• organisational ability.</li> </ul>	
<p><b>7. Share Summary and Conclusions Framework</b></p>	<p>With:</p> <ul style="list-style-type: none"> <li>• Parent/carer (check how they want info. to be shared with learner - see <b>Assessment Process – Communication with Parents/ Carers</b>)</li> <li>• Learner</li> <li>• School staff</li> </ul> <p><b>If identified as having dyslexia, update SEEMiS</b></p> <ul style="list-style-type: none"> <li>• Continue to use the monitoring and review process to aid future planning of appropriate learning opportunities.</li> <li>• Continue to discuss with the learner and parents/ carers, as appropriate</li> </ul>
<p><b>For further advice and support contact the Literacy/Dyslexia Support Team</b>, an Educational Psychologist, or Speech and Language Therapy.</p> <p><b>* Pupils for whom English is an Additional Language/ bilingual learners</b>  When considering pupils for whom English is an additional language, please seek further advice from EAL specialist staff re -</p> <ul style="list-style-type: none"> <li>• assessment</li> <li>• parental involvement</li> <li>• planning and liaison</li> </ul>	

## Identification of literacy difficulties/dyslexia Process – Primary

