

Identification of literacy difficulties/dyslexia

Process – Secondary

Referral step	Further information
<p>1. Referral received</p> <p>If received from parent/ carer send out Parent/Carer Information form</p> <p>* Pupils for whom English is an Additional Language/ bilingual learners</p> <ul style="list-style-type: none"> • When using Bilingual Parent/Carer info form – advised to complete face to face and to consider use of interpreter. 	<p>From:</p> <ul style="list-style-type: none"> • Teacher (SfL/Subject) • Learner • Parent/carers • If from Pupil Support Leader/ via CPM give PSL Request for Dyslexia Assessment – Secondary before next steps
<p>2. Review information already have</p> <p>Evidence of previous literacy difficulties in class/ with SfL - access to appropriate learning opportunities</p> <p>* Pupils for whom English is an Additional Language/ bilingual learners</p> <p>Consider:</p> <ul style="list-style-type: none"> • The learner’s progress in, and current stage of, English (EAL tracker) • EAL enhanced enrolment information 	<ul style="list-style-type: none"> • Current in-class supports e.g. Pupil Plan • Reports/ Primary transition notes – previous supports (PPR/ Primary Transition form) • Attendance rate • Assessment data (SWRT/SWSpT)

<ul style="list-style-type: none"> • First language informal observation 	
<p>3. Initial conversation and assessments</p> <p>Strengths and areas of need.</p> <p>* Consider:</p> <ul style="list-style-type: none"> • Seeking further advice from your EAL teacher about: <ul style="list-style-type: none"> • Appropriate use of summative/diagnostic assessments and how to interpret results for bilingual pupils 	<ul style="list-style-type: none"> • Use of *Pupil Voice Tool (to find subject area/ strengths & needs) • Review handwritten work e.g. ask to spell words in a sentence/ paragraph (See 'Writing as Evidence' sheet) • Further standardised assessment: Essential: SWRT or TOWRE; SWSpT; YARC • Recommended: PhAB • Optional assessments (if required) e.g. BPVS
<p>4. Collect information from teachers; parent/carers</p> <p>Relevant adults' views on strengths and areas of difficulty.</p> <p>Evidence – non-standardised literacy/ associated difficulties</p> <p>* Pupils for whom English is an Additional Language/ bilingual learners</p> <ul style="list-style-type: none"> • When using Bilingual Parent/Carer info form – advised to complete face to face and to consider use of interpreter. 	<ul style="list-style-type: none"> • Contact parents to inform of formal process (See Assessment Process – Communication with Parents/Carers) • Send out **Parent/Carer Information form (if not already sent) • Using info from * and **, send out focus area sections of the Literacy/Dyslexia checklist to subject/SfL teachers (Forms) – collate information
<p>5. Share strategies with teachers; parent/carers</p>	<ul style="list-style-type: none"> • Agree a small number of strategies for use in class with

<p>Develop learner and teacher use of strategies in class. (appropriate learning opportunities)</p> <p>* Consider:</p> <p>Meeting parents of bilingual learners face to face; use of interpreter.</p>	<p>learner. (See PVTool Section 3)</p> <ul style="list-style-type: none"> • Give learner a physical list to share as required. • Share agreed strategies with teachers • Share agreed strategies and assessment progress with parents/carers
<p>6. Review impact with learner</p> <p>Evidence that appropriate learning opportunities have been implemented/ evidence of their impact.</p> <p>Timeframe may vary depending on the strategies and the learner.</p> <p>(6-12 months)</p>	<ul style="list-style-type: none"> • Discuss whether strategies have made a difference • Review written work e.g ask to spell words in a sentence/ paragraph (See 'Writing as Evidence' sheet) (Spelling) • Repeat TOWRE (Reading - fluency; phonics; processing orthographic skills) • Undertake Diagnostic Literacy Assessment (ONLY for those learners where more evidence of word level difficulties is required.) <p>* Consider:</p> <ul style="list-style-type: none"> • Revisiting the stage of English (EAL tracker)
<p>7. Complete Summary and Conclusions Framework</p> <p>Refer to definition:</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</p>	<ul style="list-style-type: none"> • Discuss with 2nd signatory. <ul style="list-style-type: none"> - Learning Community SfL colleague - L/DST teacher - EAL teacher - Educational Psychologist • Write conclusion

may not be typical of performance in other areas.

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:

- auditory and /or visual processing of language-based information
 - phonological processing – awareness, processing speed and or memory
 - oral language skills
 - reading fluency
 - short-term and working memory
 - sequencing and directionality
 - number skills
- organisational ability.

*** For bilingual learners:**

- Include reference to progress through stages of English
- Include First Language (L1) informal assessment info

8. Share Summary and Conclusions Framework

With:

- Parent/carer (check how they want info. to be shared with learner- see **Assessment Process – Communication with Parents/Carers**)
- Learner
- Teachers (SfL/Subject)

If identified as having dyslexia, update SEEMiS

- Continue to use the monitoring and review process to aid future planning of appropriate learning opportunities.
- Continue to discuss with the learner and parents/ carers, as appropriate

<p>For further advice and support contact the Literacy/Dyslexia Support Team, an Educational Psychologist, or Speech and Language Therapy.</p>	

*** Pupils for whom English is an Additional Language/ bilingual learners**

When considering pupils for whom English is an additional language, please seek further advice from EAL specialist staff re -

- assessment
- parental involvement
- planning and liaison

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3. Initial conversation and assessments



4. Collect information from teachers; parent/carers



5. Share strategies with teachers; parent/carers



6. Review impact with learner



7. Complete Summary and Conclusions Framework



8. Share Summary and Conclusions Framework