



## Primary Dyslexia Pathway Overview & Evidence Checklist exemplar

<b>Pupil:</b>		<b>Class teacher:</b>	
<b>DOB:</b>		<b>SFL teacher:</b>	
<b>Date started:</b>		<b>Parent/carers:</b>	

Use assessment information to identify strengths and difficulties in literacy.  
Consider if concerns persist despite appropriate provision (dyslexia).

Step1 - Initial concerns		Date:
Create a digital file for the learner including: <input type="checkbox"/> <a href="#">Establishing Needs Form (B)</a>		
<b>Phonological awareness &amp; spelling assessments</b> <input type="checkbox"/> Highland Literacy <a href="#">Phonological Awareness</a> (for early/first level), SEND <a href="#">Phonological Awareness Assessment</a> (for first and second level), <a href="#">phoneme/grapheme</a> assessment, standardised spelling assessment (HAST)		
<b>Reading assessment</b> <input type="checkbox"/> YARC, Salford, PM benchmark, Reading observation <a href="#">checklist</a>		
<b>Writing assessment</b> - 5 minute <a href="#">assessment</a> samples <input type="checkbox"/> Handwritten, Assistive Technology, Scribed		
<input type="checkbox"/> SNSA summaries and any other assessment data already collected		
Step 2 - Concern still persists		
<input type="checkbox"/> <b>Class teacher voice</b> - What to look for checklist - <a href="#">Early level</a> or <a href="#">First/second level</a> optional <a href="#">In-class observations</a>		
<input type="checkbox"/> <b>Pupil Voice</b> - <a href="#">All about me</a> , <a href="#">Pupil voice</a> conversation, <a href="#">Me as a Learner</a> quiz		



<input type="checkbox"/> <b>Parent voice</b> - <a href="#">Other Factors to Consider</a>	
<b>Step 3 - Continued concerns (dyslexia)</b>	
<input type="checkbox"/> <a href="#">Parent dyslexia checklist</a>	
<input type="checkbox"/> <a href="#">Pupil dyslexia checklist</a>	
<input type="checkbox"/> <b>Dyslexia specific assessments</b> - Dyslexia Screener, Dyslexia Portfolio	
<b>Step 4 - Collaborative review of evidence, sharing the conclusion, next steps</b>	
<input type="checkbox"/> <b>Collaborative meeting with colleagues</b> Three staff members who know the pupil to discuss, review evidence and decide whether an identification is to be made for the learner (or not) and next steps for support. Meet should include a practitioner with dyslexia expertise, experience of dyslexia identification and/or completion of the <a href="#">Dyslexia Scotland modules</a> . <input type="checkbox"/> Complete <a href="#">Collaborative discussion form</a> and <a href="#">Collaborative Summary form</a>	
<input type="checkbox"/> <b>Meeting with learner</b> <input type="checkbox"/> <b>Meeting with parents/carers</b> - <a href="#">share letter with parents</a> Discuss conclusion, next steps for support, recommended support tools & strategies Example templates - <a href="#">Learner Profile</a> and <a href="#">My Support Tools and Strategies</a>	
<b>Transition of information</b> <input type="checkbox"/> Upload <a href="#">Collaborative Summary form</a> screener, portfolio, other standardised assessments as PDFS to SEEMIS <input type="checkbox"/> Mark pupil as dyslexic (if necessary) on SEEMIS <input type="checkbox"/> Add paper copies of above to PPR file	
<b>Review</b> <input type="checkbox"/> Set a date to review support tools and strategies, progress and achievement	