Create Learning

INDIVIDUAL DYSLEXIA PATHWAY GUIDANCE

INITIAL CONCERN RAISED
Staff and parent complete a checklist of common characteristics
Support with annotated work examples where appropriate

→ Any concerns at EYFS/KS1 consider SpL Referral

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ENSURE QUALITY FIRST TEACHING
Use class environment checklist
Ensure dyslexia friendly practice
Share any reasonable adjustments with parents

→ Consider any other factors
Complete Physical/ Emotional/Cognitive review
Gather parent/child view

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Assess, plan, do, review cycle shows gaps continue to widen

DYSLEXIA SCREENING TEST
Consider dyslexia screening test
Discuss with parent and child

→ Screening shows low probability return to review other factors

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FOCUSED SUPPORT
Implementation of more focused support
Age appropriate intervention support such as Soundlinkage/ELS/NELI/NESSY

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Assess, plan, do, review cycle shows gaps continue to widen

CONSULTATION/REFER TO EXTERNAL AGENCIES

BDA guidance suggests formal assessment from age 9 is more beneficial
Formal assessment meeting with parents
Agree individual support plan