

Nottinghamshire Dyslexia Pathway

Parent/carer or young person asking for support around literacy difficulties/’dyslexia’

School (SenCO) arranges meeting including parents/carer

Check understanding, an opportunity to correct any misconceptions between both parties.

The Guide to Dyslexia Friendly Schools/Education Settings

The school/educational setting’s role in the identification and support of pupils with Literacy difficulties Dyslexia

Teachers, TA, Parent/Carer or Pupil has concerns around dyslexic tendencies

School will gather background information and complete a profile of strengths and areas for improvement

School carry out screening (assessment over time)

Programme of work, intervention and/or strategies put in place

Review progress regularly through tracking documents, for example, at the end of targeted Intervention

Advice may be sought, if necessary, from the County Council’s Schools and Families Support Services (SFSS through Springboard) before making decision on whether or not the pupil has Dyslexia

Little or very slow progress made even with ‘well-founded intervention’ then pupil may be described as Dyslexic (see Notts CC Dyslexia Guidance for Schools, 2014, definition of Dyslexia, Rose2009)

School may then carry out further assessment if necessary to inform teaching and learning

Report/profile is revised and results shared with parents/carers/pupils

Further regular reviews of progress carried out and consideration given to possible needs at transition, consideration will be given to records of interventions and progress will be shared at Key Stage with the receiving settings. Consideration will be given to Access Arrangements for tests/exams if required.

The school/education setting is where young people may be identified as having dyslexia and are responsible for supporting their young people.

School are also responsible for organising examination Access Arrangements for all young people, if required (a combination of assessment in school, bank of evidence to demonstrate ‘usual ways of working’ and teacher comments). Having an identification of dyslexia from a privately commissioned report, does not automatically lead to agreement to Access Arrangements for tests/exams.

If a young person is anticipating attendance at University, then the young person may need an identification of dyslexia for DSA support funding and support. This assessment needs to be completed by an assessor who holds the Assessment Practising Certificate (APC). A pupil in their final year at school (Year 12/13) may need to consider whether they need to make an application for DSA. Schools are usually unable to provide this assessment.

Some Universities may offer this support without an assessment if there is evidence that a student has been recognised as having Dyslexia in school and has received examination Access Arrangements. DSA allowance can be arranged once at university but this may cause a delay in receiving support.

Schools have staff that are aware of, and trained in, a range of classroom strategies to support students with Dyslexia. Support interventions vary according to need. In a minority of situations some 1:1 support for students will be available. Training for staff around strategies to support students who have Dyslexia is available the County Council support services.

1. Establish where on Dyslexia Friendly School pathway the pupil is
2. Discussion around progress, behaviours, needs/wants and expectation of pupil or parent/carer/social worker
3. Listen to concerns and respond from the perspective of the child/young person and where they consider their needs are.
5. Ask for further advice from NCC Cognition & Learning Team (through the termly Springboard meetings) if school are feeling stuck