**Steps to ensuring the needs of the child are met**

[**Stage 3**](http://www.addressingdyslexia.org/pages/index.php?category=11#s3)  
**Specialist**

**Step 3** (Specialist / Multi-agency plan (Child's Plan))  
Support from agencies outwith education, in addition to supports available at Stages 1 and 2.

[**Stage 2**](http://www.addressingdyslexia.org/pages/index.php?category=11#s2)  
**Targeted**

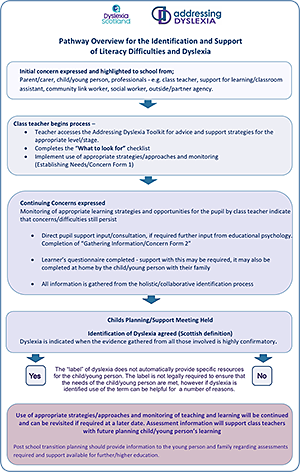
**Step 2** (Targeted / Single agency plan)  
Direct support from services outwith school, but within education services e.g. Educational Psychology, in addition to supports available at Stage 1.

[**Stage 1**](http://www.addressingdyslexia.org/pages/index.php?category=11#s1)  
**Universal**

**Step 1**   
Support within the school.

Education authorities are required to identify the additional support needs of each child or young person for whose school education they are responsible. Though the Education (Additional Support for Learning) (Scotland) Act 2004 and amendments made in 2009 - The Education (Additional Support for Learning) (Scotland) Act 2009 - provide the legal framework for assessment, no particular model of assessment or support is prescribed in "the Act". Children and young people with dyslexia or other literacy difficulties will generally be accommodated at the first two stages of the staged process. If however difficulties are more complex, or there are complicating factors that involve services other than Education, then there may be a need to follow through to the second and perhaps third stage. Teachers should check with their own authority and ensure they keep within their own authority guidelines.

**Summary Overview of Identification Process**

[[](http://www.addressingdyslexia.org/pages/Resources/ADT%20Dyslexia%20Pathway%202015.pdf)  
click to open PDF](http://www.addressingdyslexia.org/pages/Resources/ADT%20Dyslexia%20Pathway%202015.pdf)

**At STEP or STAGE 1 when a concern is identified (A parent, teacher, early years worker or anyone involved with the child may draw attention to this.):**

* Check with parents/carers that their child has had the relevant health checks in relation to speech and language, hearing and vision.
* Identify interventions within the context of [*Curriculum for Excellence*](http://www.ltscotland.org.uk/curriculumforexcellence/index.asp), focusing on key areas within the appropriate level.
* Personalise the child’s learning.
* Involve parents in supporting the child’s learning. Avoid concern, particularly in the early years. Children's learning develops at different rates and dyslexia is difficult to identify positively before children start to learn to read, and later, there are other considerations that may need to be taken into account.
* Break down the learning tasks.
* Involve others who may be able to offer advice and/or help within the school setting (e.g. Depute or Head Teacher, Support for Learning Co-ordinator, appropriate Principal Teacher, Head of Centre)
* Monitor and evaluate within ongoing cycles, and note progress in consultation with parents.

South Lanarkshire Council are using the Literacy Outcomes from *Curriculum for Excellence* to help them identify children for whom there is a pattern of difficulties and are showing concern to help ensure they have broad and balanced curriculum experiences.

[Information regarding South Lanarkshire material](http://www.addressingdyslexia.org/pages/text.php?ID=155&width=600&height=400)

[[](http://www.addressingdyslexia.org/pages/Resources/CfE%20Literacy%20(South%20Lanarkshire)%20-%20Early%20differentiated.doc)CfE Literacy (South Lanarkshire) - Early differentiated.doc](http://www.addressingdyslexia.org/pages/Resources/CfE%20Literacy%20(South%20Lanarkshire)%20-%20Early%20differentiated.doc)

**A record is kept**

An example of suitable paperwork for this stage is offered - Form 1 [](http://www.addressingdyslexia.org/pages/Resources/New%20Form1-StagedProcess-1.pdf)[](http://www.addressingdyslexia.org/pages/Resources/New%20Form1-StagedProcess-1.doc)

If the child is approaching a transition point (e.g. moving from nursery to primary school, or moving between classes, then ensure that all relevant paperwork and information are passed on.

**At STEP or STAGE 2 when concerns/difficulties are ongoing:**

* It may be necessary to consult with a dyslexia or Support for Learning specialist teacher from outwith the school who can complete more detailed assessment, perhaps using standardised assessments. Advice or help may be required from other agencies within Education services – e.g. Educational psychologist.
* Progress continues to be monitored, evaluated and noted in consultation with parents.
* Learner’s questionnaire completed - support with this may be required, it may also be completed at home by the child/young person with their family [](http://www.addressingdyslexia.org/pages/Resources/Pupil_Checklist_for_Dyslexia.pdf)[](http://www.addressingdyslexia.org/pages/Resources/Pupil_Checklist_for_Dyslexia.docx)

**A record is kept**

All information is gathered together using the holistic/collaborative identification process. An example of a helpful form to provide an overview of the assessment and observation process [](http://www.addressingdyslexia.org/pages/Resources/Holistic_assessment_collation_form_Oct_2016.pdf)[](http://www.addressingdyslexia.org/pages/Resources/Holistic_assessment_collation_form_Oct_2016.doc)

An example of suitable paperwork for this stage is offered - Form 2 [](http://www.addressingdyslexia.org/pages/Resources/New%20Form2-StagedProcess.pdf)[](http://www.addressingdyslexia.org/pages/Resources/New%20Form2-StagedProcess.doc)

It is sometimes helpful to have a proforma for minutes and case conferences. A sample that can be adapted to individual needs is attached. [](http://www.addressingdyslexia.org/pages/Resources/Form,Minuteofmeeting,reviewetc.pdf)[](http://www.addressingdyslexia.org/pages/Resources/Form,Minuteofmeeting,reviewetc.doc)

**At STEP or STAGE 3 if difficulties are severe, more complex and persistent:**

* Advice or support may be required from services outwith Education.
* A Co-ordinated Support Plan will only require to be considered if there is significant involvement of services outwith Education. See "Who assesses?" and "Other factors to consider" for relevant level/stage.
* Teaching may require to be [individualised](http://www.addressingdyslexia.org/pages/glossary.php?ID=21&width=600&height=400) to meet the child’s needs though this can often be carried out in a small group or sometimes class context.
* Parents/carers continue their involvement with advice and support being a two-way process and the child being central to that process.

**Records are kept**

Authorities have in place detailed record keeping for Co-ordinated Support Plans. These will not be necessary unless there is significant involvement from personnel outwith Education.

Forms can be adapted to suit the needs of individual schools and authorities.   
An example of a suitable form for a group or individual plan is offered here. [](http://www.addressingdyslexia.org/pages/Resources/Form3B-PersonalPlan.pdf)[](http://www.addressingdyslexia.org/pages/Resources/Form3B-PersonalPlan.doc)