



# Dyscalculia Identification Pathway

Initial concern expressed to Class Teacher/Pastoral/Support teachers or Leadership team and is recorded.

Class teacher accesses the Scottish working definition for dyscalculia, information and resources to provide appropriate support and monitoring on the National Improvement Hub (NIH) - [Dyscalculia](#)

Dyscalculia Observation and Planning Tool

Teacher Observation Checklist

Dyscalculia Establishing Needs: Form 1

**Ongoing Continuing Concern - Monitoring of learning and support strategies,**

Suggested Actions and resources:

Class Teacher shares information with ASN/Support for learning teacher or ASN lead in the establishment and gather further evidence to support a collaborative dyscalculia assessment. This involves:

Consultation with learner, family and staff recorded on the parent and learners views forms

Completion of Dyscalculia Establishing Needs: Form 2 ([NIH Dyscalculia](#))

Collaborative Assessment Dyscalculia Form 3' ([NIH Dyscalculia](#))

## Child support/planning meeting

Dyscalculia is identified through a collaborative and holistic assessment process when evidence gathered from all involved is highly confirmatory.

The assessment information will support class teachers future planning

Appropriate strategies/approaches should be provided based on the needs of the individual learner.

Update SEEMiS if an identification is agreed.

**Note:** The label or identification of dyscalculia is not legally required to ensure that the learner's needs are met. **However** if dyscalculia is identified it is recommended that the term is used because as this can be extremely important to the learner and their family.

Effective communication  
maintained

Appropriate and timely  
transition planning  
and support

Monitor pupils progress  
Class teachers and support staff continue  
to monitor and adjust curriculum accordingly.  
If required collate further evidence of need.

## Dyslexia Identification Pathway

**Initial Concern expressed to Class teacher/support staff**  
Concern is recorded

**Class teacher implements the use of appropriate strategies and monitors progress**

Suggested resources:

Addressing Dyslexia Toolkit  
Establishing Needs Form 1 (Toolkit)  
Relevant What to Look for Check List (Toolkit)

**Continuing Concern - Monitoring of learning and support strategies,**

Link with Pupil support  
Completes 'Establishing Needs Form 2' (Toolkit)  
Completes 'Pupil checklist' (Toolkit)  
Consultation with pupil, family and staff

**Child support/planning meeting**

Dyslexia is identified through a collaborative and holistic assessment process when evidence gathered from all involved is highly confirmatory.  
The 'collaborative Assessment Form 3' can support this process

Appropriate strategies/approaches are provided based on learner's need  
Assessment information will support class teachers future planning

**Note:** The "label" of dyslexia is not legally required to ensure that the needs of the child/young person are met, it does **not** automatically provide specific resources for the child/young person. **However** if dyslexia is identified use of the term can be very helpful for a number of reasons.

**Effective communication  
maintained**

**Appropriate and timely  
transition planning  
and support**

**Monitor pupils progress**  
Class teachers and support staff  
continue to monitor learner  
and adjust curriculum accordingly.  
If required collate further  
evidence of need.