

# STANDARD 3:

## Identification, Assessment and Monitoring

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Through awareness training, school policy and ethos, all teachers are confident in early identification of barriers to learning and respond appropriately and effectively to learners' needs at the earliest opportunity. There is an expectation that teachers monitor learning and take immediate action when learners fail to make progress, rather than refer for assessment and wait for a label.

If a pupil has dyslexia this may severely affect their ability to learn. The purpose of assessment is to help identify actions needed to overcome barriers to learning. This is an integral part of the teaching and learning process and is supported by information from parents / carers and other agencies.

Identification of dyslexia should follow the principles of the 'Assess, Plan, Do, Review' cycle advocated by the SEN Code of Practice 2014 and reflect national guidance that assessment for dyslexia should be a staged process. This model provides a framework which includes systems for planning and review, clear documentation and close parental and pupil involvement.