

Support Pathway for Literacy Related Difficulties

Stage 1- Concerns Raised-Gathering of evidence and info

Stage 1 is a class teacher-led response, which can include informal support from the school's SENDCo. At this stage, evidence is being gathered and Pupil profile document is compiled. Teachers refer to the Inclusion Handbook for strategies.

Duration of stage 1: usually 1 term



Stage 2: Targeted interventions, SENCO is involved

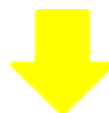
Stage 2 is a SENDCO and Teacher led response. Targeted interventions are put in and teacher continues to update the Pupil profile document. Teacher and SENDCo meet at the end of the term to discuss impact.

PIRA and Writing results are used as baseline and children working below and well below age related expectations access one or more of the following interventions:

- -precision teaching (200 High Frequency Words)
- -intervention sessions planned and delivered by Teachers/TAs
- -Nessy programme
- -Stile Dyslexia or Toe by Toe
- -1:1 Paired Reading
 - Literacy Box (Comprehension Interventions)
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Frequency of intervention will be determined by SENDCo/Year Group Leader

Duration of stage: 1-2 terms.



Stage 3: SEN Stage

If concerns persist, assessments may be needed at this stage and these will be administered by the School's SENDCO (eg **dyslexia screener**). The SENDCo will decide whether to place child on the SEND register based on the evidence gathered. A meeting with parents may be arranged to discuss and an Access Passport may be put in place. Pupil profile is no longer needed after this stage, but will need to be updated with findings one last time by CT and SENCo. Child will continue to access targeted support.

**Stage 4: Further Assessments**

Despite receiving targeted interventions, child continues to not progress. At this stage usually a referral to the Educational Psychologist or other external professionals may need to be made in order to further investigate. Child continues to receive targeted support (interventions from stage 2). Pupil Profile is not updated unless deemed necessary.

**Stage 5: Education, Health and Care Plan (EHCP) needs assessment**

In a very small minority of cases, where the child's complex needs are heavily impacting on the learning, the SENDCo may discuss with the teacher whether a SEND Support Plan will need to be put in place. Intensity or frequency of interventions may increase. After 3 cycles of SEND Support Plans have been reviewed, the SENDCo will discuss with parents/carers if an Education and Health Care Plan (EHCP) is needed.

***For more information regarding dyslexia, parents can refer to the school's Dyslexia Policy.**