

Identification & Assessment

Description of Resource:

1. Flow chart

To show graduated teacher response to emerging pupil need. This relates to preliminary in-class assessments (such as the advice given in the Phonics Screening Check — Responding to Results). Reference to Quality First teaching and appropriate classroom environment will also be made.

2. Template

For recording details of in-school targeted interventions. This is intended to ensure that the appropriate intervention is chosen to meet pupil need and was delivered with fidelity.

The aim is to reduce the likelihood that children with Dyslexia-SpLD make poor progress because the intervention itself is poorly implemented.

The template can also be used as evidence that a targeted intervention was utilised appropriately, but progress remains poor, suggesting the need for further assessment.

3. Next-steps signposting

On using the Local Offer and voluntary sector to secure appropriate specialist assessment and Intervention. This should include a link to the Area 1 resource on the use of school funding to secure appropriate external provision.

Flow chart towards a graduated response to supporting children with Dyslexia-SpLD and literacy difficulties for classroom Teachers

Tier One – Quality First Teaching

Child's name and Year Group			
Actual Academic Progress:		Expected level:	
Data on Reading:			
Spelling:			
Writing:			
Maths:			
Other:			

Ability to remain 'Calm and Alert' in lessons:

Ability to follow instructions:

Organisational Skills:

Whole class provision:

In discussion with the SENCO, check your classroom provision. Examples of areas to explore:

- ✓ Multisensory teaching
- ✓ One instruction at a time
- ✓ Accessible texts supported by age-appropriate visual materials
- ✓ Differentiated teaching
- ✓ Use of Assessment for Learning and Thinking Skills approaches

For further information on in-school approaches to support learners see the resource: Dyslexia-Friendly Schools Pack: English or click [here](#).

Other information about the child:

Using concepts of person-centred planning, gather information about the young person from the SENCo, Designated Teacher if he/she is a Looked-After Child, other teachers, parents and carers and the child.

- ✓ Are there other difficulties in the child's life such as bereavement, trauma, bullying or being a young carer?
- ✓ Have other concerns been raised?
- ✓ Could EAL be impacting on learning?
- ✓ What assessments or screenings have been undertaken? (Include the results of the Phonics Screening Check).
- ✓ What interventions have been tried and were these tried appropriately (see Intervention Template below)

Further information available from:

Three levels of identification and assessment of literacy and dyslexic difficulties: Page 48: Rose: Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties

- ✓ Does your school use a Screening Tool? If so, what were the results?
- ✓ Further information available [here](#).
- ✓ Having gone through these steps, do you recommend a targeted intervention?

Further information available from:

- ✓ [Interventions for Literacy](#)
- ✓ Click [here](#) to download the book.
- ✓ If you are a busy teacher to find out how to improve skills and knowledge on screening an assessment, click [here](#).

Tier 2 – The Targeted Intervention Template:

Further information available from:

Other considerations:

- ✓ Is there an evidence-base to support choice of intervention?
- ✓ What skills are to be addressed?
- ✓ How long should the intervention be in place?
- ✓ How will progress be measured?
- ✓ What is the expected progress of the child?
- ✓ Who will carry out the intervention?
- ✓ Does the teacher or TA have the necessary training to carry out the intervention effectively?
- ✓ Where and when will the intervention be carried out?
- ✓ How will missed curriculum areas be covered?
- ✓ How will the child's potential tiredness be managed?

Record of Intervention (to be completed after each session): (For further examples see Record of Intervention 2)

Date:	
Time:	
Place:	
By whom:	
Progress made:	

Other comments:

At the end of the intervention:

Has a 'Team around the Child' meeting or equivalent been held?

Action points:

What procedures does the school follow in respect of the Local Offer?

Who will initiate the next steps and monitor the outcomes?

Who is the key contact?

When will progress be measured and the support reassessed in conjunction with the requirements of the Code of Practice and EHC plan (if applicable)?

Further information:

[Trust Offer](#)

[Area 1 Graduated Response and School Funding Guides](#)