

## Holymead Primary School

### Levels of support for children with Literacy difficulties including dyslexic tendencies

If it is considered that a child has literacy difficulties, including displaying dyslexic tendencies, they will be recorded and monitored to ensure appropriate support is in place.

	Criteria	Communication with Parents	Support	
Level 1	Teachers observations indicating: Issues with directionality (letter / number/ word reversal) Issues with working memory (eg following multi-step instructions) Difficulty pronouncing multi-syllabic words Organisational skills eg following routines.	Initial concerns communicated to parents through Parents evening/ informal discussions. Parents informed if children are having difficulties in any areas of literacy and language development.	<ul style="list-style-type: none"> <li>• Quality First Teaching (work set by class teacher)</li> <li>• Support Packs</li> <li>• Assessments carried out to establish areas of weakness to inform future support.</li> </ul>	Not usually on SEN register, occasionally at <b>School Support.</b>
Level 2	Despite reasonable adjustments and differentiated support child has made less than expected progress and requires support that is additional to and different from their peers.	Parent will be invited in to discuss concerns in formal IEP meeting. Parents will be involved in setting targets and discussing provision in place to support child. Individual Education Plan (IEP) meetings will take place 3 x per year. Parents informed if dyslexic tendencies are suspected.	As for level 1 PLUS: <ul style="list-style-type: none"> <li>• Direct Phonics/ other specific phonics intervention</li> <li>• Typically 2x20 min sessions per week in a small group</li> </ul>	Identified on SEN register receiving <b>School Support</b> , occasionally with <b>external agency involvement.</b>
Level 3	Despite graduated response, child's attainment is significantly behind their peers (Typically around 2 years behind age related expectations). Child requires more individualised 1:1 support	Communication with parents continues through general IEP/review cycle. Parents involved in discussions whether further referrals are necessary, eg Speech and Language, EP etc. Parents informed if dyslexic tendencies are suspected.	As for level 1 PLUS: Bespoke programme such as: <ul style="list-style-type: none"> <li>• Reading Protocol Intervention/Hickey</li> <li>• Precision Teaching approach</li> <li>• Several sessions a week on a 1:1 basis.</li> </ul>	<b>School Support</b> , likely to be receiving <b>external agency involvement</b> , eg speech and language therapist, Educational Psychologist (EP).