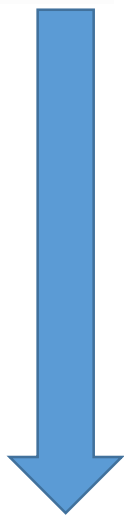


Bridlington School English and Literacy Intervention Map



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| All students upon entry are set according to KS2 reading data from SATS |
| All students are tested using ART/ Screening/ CAT |
| Sets are adjusted according to results of ART/ Screening/ CATS |
| All students follow NC schemes adapted to ability (skills and knowledge are consistent) |
| KS3 - LCPs assess skills and/ or knowledge each half term and inform setting, planning and intervention |
| KS4 - mini mocks and LCPs assess skills and/ or knowledge each half term and inform setting, planning and intervention |
| KS5 - mini mocks and LCPs assess skills and/ or knowledge each half term and inform planning and bespoke intervention |
| Positive postcards and stamps reward success |

Read To Succeed

All students are gifted reading books chosen by students via book polls to encourage reading for pleasure.

Opportunities to explore a range of fiction, non-fiction and multimedia texts are embedded into the curriculum. The school library is accessible by all. Homework clubs are available, hosted by TAs as and when needed.

| Intervention | Literacy (Primarily Catch- Up) | Nurture Students | Students with Dyslexia/ Visual Stress | EHCP | GCSE |
|--------------|--|--|--|---|---|
| Wave 1 | Quality First Teaching involves differentiation and intervention within the classroom. | Follow the English curriculum with reduced content and adjusted to need. | Dyslexia may be identified by test or teachers. Students are then screened for dyslexia. A letter from MPR is posted home with advice for parents or carers concerning how to obtain a formal diagnosis. This will be needed for Access Arrangements e.g., 25% extra time in exams, and / or a reader, and / or a scribe if required. The screening undertaken by school is not a diagnosis, as diagnostic assessments can only be conducted by Specialist Teachers / Assessors with a current Assessing Practising Certificate (APC) or Psychologists registered with the Health and Care Professional Council (HCPC). | EHCP students - supported by TA tailored support according to need. | GCSE teachers prepare lessons with access arrangements included according to need and according to ART testing. |
| Wave 2 | If reading ages are below 6 or SS is below 100, then 1:1 / small group guided reading and comprehension intervention is timetabled weekly. | Have small class sizes with TA support and specialist teachers. | The British Dyslexia Association (BDA) can carry out diagnostic assessments in most areas of England. Alternatively, Dyslexia Sparks (a local charity based in Hull) also does this. Visual stress – this can only be tested through the NHS. The NHS may prescribe/provide coloured glasses/overlays. School does not provide these as they are unique to each person and have to be prescribed. Letters will be posted home to encourage parental support. Teachers will be informed of diagnosis and top tips strategies will be provided for teachers to use in lessons. | EHC annual review | P6 intervention for below target - focus groups identified by LCPs/ mocks, for example: 4,5,7 and 9/ boys, PP, lower achieving. |
| Wave 3 | Catch Up students are timetabled lessons for 'Ruth Miskin Fresh Start'. | Have flexible learning – with SEL included. | With a formal, professional Dyslexia diagnosis, a laptop may be provided to use in lessons. Access to BDA TTRS (Touch Type Read Spell) may be provided to use at home. Exam access arrangements may be implemented, for example: extra time (25%), scribes, readers (human or laptop). | SENCO | 1:1 GCSE intervention/mentoring Exam access arrangements may be allocated, for example: extra time (25%), scribes, readers (human or laptop) |