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| **Areas Assessed** | **Baseline Testing for reading** | **Baseline Testing for Writing / OT assessments** |
| **Delivery method** | SRS2 (reading age) conducted by class teachers.  SSRT (reading comprehension and reading age) conducted by test administrator as an additional measure.  As all students have EHCPs these tests are used outside of the standardised age range of the assessment manual. Introducing the SRS2 this year will cover a wider ability range.  Ongoing reading skills progress is assessed via the reading stages which take into account levels of support or specific strategies at the lowest attainment descriptors. These tests are administered in the first half term. | * Pre-writing: tracing * labelling a picture * sentence starter and picture stimulus * Functional Skills Task (Entry Level 1) * OT assessment   Ongoing in class observations and moderated work. Tasks selected and administered by class teachers. Writing baselines are completed at the class teacher’s discretion over the Autumn term. |
| **Report method** | * Reading age (chronological) * Reading Comprehension age * [as derived from manual standardised scores] | * SDS Stages * Specific OT targets |
| **Review Team** | Head of Literacy  Head of English  SALT team  Classroom teachers/practitioners  Test Administrator | Head of Literacy  Head of English  SALT team  Classroom teachers/practitioners  Occupational Therapist (if available) |

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| **WAVE 1** | **Description** | **Time frame** | **Measures of impact** | **Review points** |
| *Inclusive quality teaching for all students.*  *Collaborative practice with SALT team.* | continuous | Stages attained  In class - functioning (independence level, self-esteem, reduction in behaviour incidents) observed by class teachers. | Termly and annual analysis of progress data within subject descriptors (Stages) |
| Reading | Visual support (symbol as required)  Shape coding/colourful semantics  Walking the word  Development of access methods ie. technology/reader (C-Pen) | | | |
| Writing | Shape coding/colourful semantics  Scaffolds/differentiation by task or outcome  OT In class: general fine motor-skill activities (putty/handwriting/movement and stretches to support sensory needs)  Development of access methods ie. technology (laptops) /scribes | | | |

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| **WAVE 2** | **Description** | | | |
| *Additional interventions to enable children to work at age-related expectations or to increase independence and confidence.* | **Time frame** | **Measures of impact** | **Review points** |
| Reading | Decoding programme (systematic reading programme from phonics to comprehension tasks) | Yr7 students who are assessed at below a chronological reading age of 6yrs will begin the programme as a class group in the Summer term.  Yr8’s still using the programme will do this for the first 6 weeks of Autumn term or less if completed. | SSRT / SRS2 reading age (formal)  SDS English Stages (formal)  Teacher feedback (informal) | 6 week intervals |
| NRT – SALT supported reading for the development of inference and comprehension | Yr8-9 [2 sessions per week] for 6 weeks | Class teacher and SALT consultation | 6 week intervals |
| HFW booklets – these may be assigned specifically for additional learning within tutor times and resources will be available in the school website for use at home. | Yr7-9 only where appropriate – supported by TA/tutorial team | SSRT / SRS2 reading age (formal)  SDS English Stages (formal) | End of year |
| Writing | Pre-writing skills activities CGP handwriting books | Yr7-8 where appropriate for 3 weeks | SDS English Stages (formal) | Ad hoc |
| Use of a laptop for extended writing – at the end of KS3 the students’ usual way of working will be acknowledged formally and will be used as evidence for access arrangements for future qualifications. | continuous | Class teacher’s discretion, OT assessment – where part of the EHCP | Annually, forming part of access arrangements |

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| **WAVE 3** | **Description** | | | |
| *Additional highly personalised interventions to contribute towards access arrangements for qualifications* | **Time frame** | **Measures of impact** | **Review points** |
| Reading | Decoding extension – this is used primarily with late intake pupils who have not gone through KS3 at SDS. | KS4 (Yr10)  variable | SSRT / SRS2 reading age (formal)  SDS English Stages (formal)  Teacher feedback (informal)  Pupil feedback (informal) | half-termly |
| Catch-Up 1:1 reading sessions (2 sessions per week) | KS3-4 students who have completed decoding or lack confidence | Catch-Up assessment  SSRT / SRS2 reading age (formal) | termly/2 terms |
| C-Pen digital reading pen 1:1 sessions to support comprehension and speed in reading, development of reading support strategies for use in adulthood | 2-3 tutor times for 6 weeks | SSRT reading comprehension age (formal)  Pupil feedback (informal) | termly |
| Writing | Use of a laptop for extended writing and/or Clicker 6 predictive writing software | in class continuous | SDS English Stages (formal)  OT assessment | Annually, forming part of access arrangements |
| Targeted OT sessions with TA | in class continuous | OT assessment | annually |
| Spelling sessions – 1:1 practice of spellings | In class 6 weeks | SDS English Stages (formal)  Teacher feedback (informal) | half-termly |