



HSM Literacy Difficulties Graduated Approach Pathway



Class Teacher has concerns regarding:

- Speech Sounds
- Use of language / vocabulary
 - Sentence construction
 - Social Communication
- Listening and attention skills

Teacher to apply strategies at **universal level** e.g. yellow paged books, reading overlay, word mats, assistive technology, visuals to support written work.

Teacher gather evidence and completes:

- Communication checklist
- Language friendly audit
- Review phonics progress
- Teacher to discuss concerns with parents and highlight next steps
- Record of concern sent to **SLT TA** (supported by SLT link worker)

WELLCOMM and/ or speech sound screening

Possible **Targeted** Interventions Suggested:

- Sound Gym
- Sentence Construction
- Listening and Attention Group
- Flexible Me (social skills group)
 - Narrative Therapy
 - Working Together
 - Barrier Games
- Emotional Literacy Support
 - Talk About resources
 - Word Aware

After a cycle of plan, do, review, if progress is not identified, record of concern to SENCO.

SENCO to complete further assessments such as SDQ, class-based observation and consider any standardised scores available.
Class teacher to share with parents.

Universal Provisions:

- Language Friendly Classroom
- Emotional Literacy Support
- Quality First Teaching
 - Visuals
 - Word Banks
 - Pre-teaching

Concerns Remain:

Referral to outside agencies e.g. SALT, OT, EP.
SENCO will be available via appointment for further support and discussions.