**Activity 4**

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| --- | --- | --- | --- | --- | --- |
|  | number of pupils identified with literacy difficulties/dyslexia in each year group\* at each stage | | | | |
| stage of SEN | Year 2\*\* | Year 3 | Year 4 |  |  |
| School action |  |  |  |  |  |
| School action plus |  |  |  |  |  |
| Statutory action |  |  |  |  |  |

\*Please alter year group labels as appropriate for your key stage

\*\* Before year 2 a school should be identifying those children who are not making the same good progress as their peers, who may be at risk of literacy difficulties or dyslexia later on. Pupils who experience literacy difficulties after year two might go on to be identified as dyslexic.

With the special educational needs coordinator and other colleagues, discuss the following questions:

1. Are there any patterns in identification?
   1. Are pupils identified late in key stage 2
   2. Are pupils identified early?
   3. Are there any patterns re gender, ethnicity, or free school meals?
2. Do you feel that all pupils with literacy difficulties/dyslexia are appropriately identified?
3. Do you feel that more pupils than necessary might be identified? Are there issues with whole class teaching which may be leading to patterns of over identification in some year groups?
4. Are pupils sometimes identified with SEN when other factors such as school attendance might be more significant?