

Provision Grid for Dyslexia and SpLD

A graduated working tool for schools

Use this grid to plan and evidence support for learners with persistent literacy difficulties. It is a working guide rather than a fixed script. Adapt it to the learner, your setting and the referral pathways in your local authority's SEND Local Offer.

1 ASSESS Identify strengths and barriers	2 PLAN Agree outcomes and provision	3 DO Teach, support and practise	4 REVIEW Measure impact and adapt
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Whole school foundations What should already be in place	
High quality teaching is the first response. Additional provision sits alongside it rather than replacing it. The SENCo has sufficient time, authority and resources to lead identification and provision. Staff use consistent language and approaches across subjects and year groups. Pupil and parent or carer views shape provision and review decisions. Staff development on dyslexia and SpLD is revisited over time.	The school has a clear, accessible policy for identifying and supporting literacy needs. EEF five a day approaches provide a shared reference for adaptive teaching. Assistive technology is considered when it addresses an identified barrier. The SEND Local Offer is used to identify area specific services and pathways. A route to specialist advice is available when the picture remains unclear.

Universal support Inclusive classroom practice for all learners				
	ASSESS Strengths and barriers	PLAN AND DO Teaching strategies	PLAN AND DO Resources and intervention	REVIEW Evidence of impact
UNIVERSAL <i>Everyday classroom provision</i>	Use classroom evidence from reading, spelling and writing tasks. Ask the pupil what helps, what feels difficult and what they want adults to understand. Record strengths, interests and successful learning conditions. Consider language, attention, motor, sensory and emotional factors. Use brief checks of phonics, word reading and spelling when concerns emerge.	Chunk information and allow appropriate processing time. Use explicit instruction, modelling and guided practice. Preteach important vocabulary and reduce unnecessary copying. Use clear layouts, worked examples and temporary scaffolds. Build in purposeful repetition and opportunities to revisit learning.	Provide key words and topic vocabulary before new units. Use audiobooks and age appropriate decodable texts where helpful. Consider text to speech, speech to text and word prediction for identified barriers. Allow individual screen and background preferences where practicable. Use the EEF five a day approaches as a staff reflection tool.	Agree what improvement should be seen before support begins. Review progress against a recorded baseline. Combine attainment data with engagement, confidence and independence. Check whether strategies transfer across tasks and subjects. Record outcomes and agree the next review point.

Targeted support Additional structured teaching based on assessed need				
	ASSESS Strengths and barriers	PLAN AND DO Teaching strategies	PLAN AND DO Resources and intervention	REVIEW Evidence of impact
TARGETED <i>Universal support plus focused small group or individual work</i>	Identify persistent patterns rather than isolated low scores or occasional errors. Use appropriate measures of phonological awareness, word reading, spelling and fluency. Record a clear baseline before intervention starts. Consider whether language, attention or motor needs also require investigation.	Provide structured and cumulative literacy teaching in addition to classroom teaching. Deliver the chosen approach consistently and as intended. Teach the link between intervention learning and ordinary classroom tasks. Preteach language and concepts before whole class lessons.	Select provision using the best available evidence and the learner's assessed needs. Check the evidence for the specific programme rather than relying on marketing claims. Train staff and protect sufficient time for consistent delivery. Trial touch typing or literacy technology when this has a defined purpose.	Use agreed curriculum measures and intervention measures to compare with baseline. Review both accuracy and fluency where relevant. Check whether learning transfers into classroom work. Record dosage, attendance and delivery consistency before judging impact.



Personalised support When difficulties remain significant and persistent				
	ASSESS Strengths and barriers	PLAN AND DO Teaching strategies	PLAN AND DO Resources and intervention	REVIEW Evidence of impact
PERSONALISED <i>Universal and targeted provision plus an individual plan</i>	Review the quality and consistency of support already provided. Build a detailed picture of literacy strengths, difficulties and functional impact. Consider wellbeing, confidence and avoidance alongside attainment. Seek specialist advice where the pattern remains unclear.	Set specific, measurable and meaningful outcomes with the pupil and family. Provide individually paced teaching informed by the learner's profile. Use frequent supported practice without creating unnecessary overload. Plan carefully for transition between classes, phases or settings.	Use specialist teaching where suitable expertise is available. Embed helpful assistive technology through teaching and regular practice. Establish normal ways of working before formal examinations. Use external advice when good internal provision has not clarified next steps.	Review progress against the pupil's individual outcomes. Consider educational progress, participation and wellbeing. Decide what should continue, change or stop. Consider whether further specialist evidence would change provision or decisions.

What meaningful progress can look like Review more than a single score				
01 ACCURACY Fewer errors in the skill being taught	02 FLUENCY Greater ease, pace and automaticity	03 INDEPENDENCE Less reliance on adult prompting	04 TRANSFER Using learning in lessons and new tasks	05 CONFIDENCE Improved participation and willingness to try

Specialist assessment and advice Know what a diagnostic assessment can and cannot do	
Specialist advice may help when difficulties remain persistent despite well implemented support. A diagnostic dyslexia assessment can clarify a pattern of strengths and difficulties. It may also provide formal evidence for Disabled Students' Allowance. A diagnosis is not required before a child receives SEN support or before an EHC needs assessment is requested. Exam access arrangements are decided by the examination centre. They must meet current JCQ requirements and reflect the candidate's normal way of working. Where JCQ assessment evidence is required, testing must be completed through the centre and its appointed assessor.	Defining Dyslexia Diagnostic assessments for children from age 8, young people and adults. Face to face appointments are available across our service areas, with remote assessment available UK wide where appropriate. We also provide access arrangements assessment commissioned by schools and examination centres, SENCo support, consultancy and staff training. www.definingdyslexia.org

Trusted reference points Always check the latest national and local guidance			
Department for Education: SEND Code of Practice	Education Endowment Foundation: five a day approach	CALL Scotland: technology and accessibility resources	British Dyslexia Association
SpLD Assessment Standards Committee (SASC)	Patoss	IPSEA: independent SEND legal information	Joint Council for Qualifications: access arrangements

This independent resource is not affiliated with a local authority or any organisation listed above. Review provision against current guidance and your local SEND pathways.

