

## Identification and Prioritisation of Students Requiring Literacy Intervention and Subsequent Communication with Key Stakeholders

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**Abstract :** During networking and NCCD moderation meetings, best practices for identifying students who require Literacy Intervention are often discussed. Once these students are identified, consideration is given to the most effective process for prioritising those who have the greatest need for Literacy Support and the allocation of resources, tracking of intervention effectiveness and communicating with teachers/external providers/parents. Through a workshop, the group will investigate best practices to identify students who require literacy support and strategies to communicate and track their progress. In groups, participants will examine what they do in their settings and then compare with other models, including the researcher's model, to decide the most effective path to identification and communication. Participants will complete a worksheet at the beginning of the session to deeply consider their current approaches. The participants will be asked to critically analyse their own identification processes for Literacy Intervention, ensuring students are not overlooked if they fall into the borderline category. A cut-off for students to access intervention will be considered so as not to place strain on already stretched resources along with the most effective allocation of resources. Furthermore, communicating learning needs and differentiation strategies to staff is paramount to the success of an intervention, and participants will look at the frequency of communication to share such strategies and updates. At the end of the session, the group will look at creating or evolving models that allow for best practices for the identification and communication of Literacy Interventions. The proposed outcome for this research is to develop a model of identification of students requiring Literacy Intervention that incorporates the allocation of resources and communication to key stakeholders. This will be done by pooling information and discussing a variety of models used in the participant's school settings.

**Keywords :** identification, student selection, communication, special education, school policy, planning for intervention

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