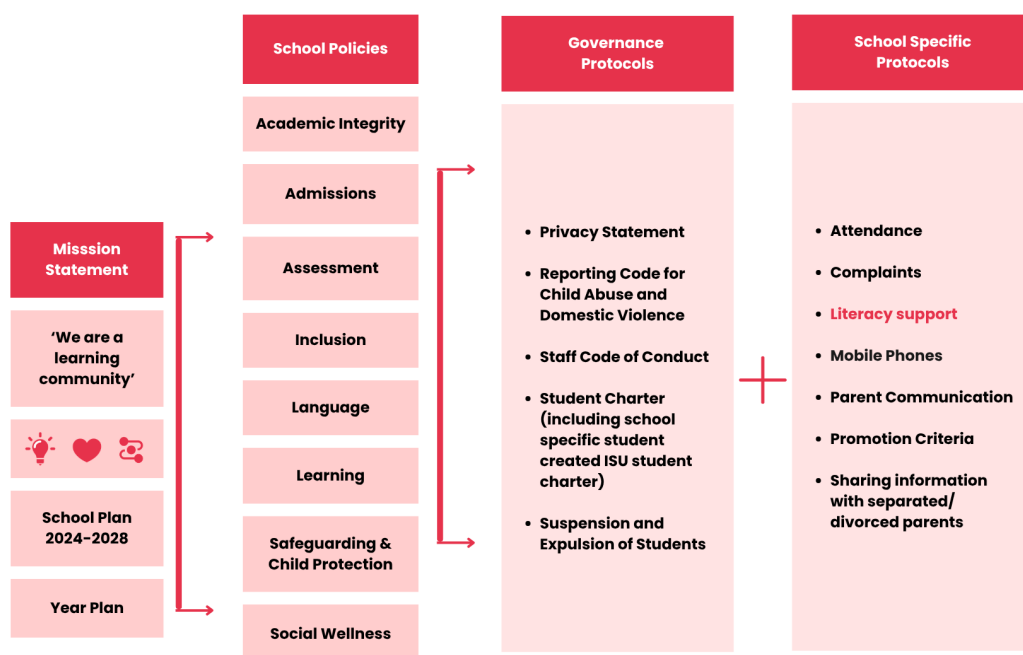


Literacy support protocol

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Table of Contents

1.	PURPOSE.....	3
2.	APPROACH.....	3
3.	REVIEW CYCLE	3
4.	DEFINITIONS	3
5.	IDENTIFICATION FOR SUPPORT	4
5.1.	DATA GATHERING.....	4
5.2.	REFERRAL PROCESS.....	4
6.	SUPPORT FOR STUDENTS WITH LITERACY DIFFICULTIES	4
7.	SECONDARY: ACCESS ARRANGEMENTS, ASSESSMENTS, AND RESOURCES	5
7.1.	INCLUSIVE ACCESS ARRANGEMENTS (IAAs).....	5
7.2.	FORMAL ASSESSMENTS TO SUPPORT IAAs.....	5
7.3.	TOOLS AND RESOURCES (PROVIDED BY STUDENTS THEMSELVES)	5
8.	MONITORING AND REVIEW	5



1. Purpose

This protocol outlines International School Utrecht's (ISU) approach for identifying, supporting and monitoring students with literacy difficulties, including dyslexia. The aim is to promote early intervention, inclusive teaching, and equitable access to the curriculum, ensuring that every student receives the support they need.

2. Approach

Our [school's inclusion policy](#), and therefore this protocol, are informed by the [IB Access & inclusion policy \(2023\)](#) as the primary framework guiding our approach to inclusive education. As a Dutch International School, we also consider the guidelines of our regional community partners ([Samenwerkingsverband Primair Onderwijs Utrecht](#) for primary and [SterkVO](#) for Secondary education) as reference points for understanding national expectations around identification and support. Where these frameworks differ in scope or application from our international, multilingual context, our own school-based procedures are contextualised and adapted to reflect the needs of our diverse student community.

3. Review cycle

All protocols are updated (where appropriate) at the end of each academic year. A formal protocol review follows the formal policy review which takes place every 4 years as part of the 4-year strategic School Plan cycle.

4. Definitions

- Literacy difficulties: Challenges with reading, spelling, writing, or comprehension that may arise from a variety of causes, including language delay, environmental factors, or additional educational needs ([Inner North Speech Pathology; Plymouth GATI](#)).
- Dyslexia: A specific learning difficulty of neurobiological origin affecting accurate and fluent reading and spelling skills, often linked to phonological processing and working memory challenges ([International Dyslexia Association; British Dyslexia Association](#)).

5. Identification for support

Literacy difficulties, including dyslexia, may be identified in the following ways:

- Upon enrolment (based on admission information/file)
- Transition from ISU Grade 5 (Teacher/mentor handover and recommendations from Inclusion Team)
- Through teacher feedback and observations
- Through screening & assessments (see below)

5.1. Data gathering

Upon enrolment, parents/caregivers are asked whether the student received support for their additional educational needs and whether this was documented in an action plan as well as documentation of any formal diagnosis, e.g. dyslexia. ISU will inform families of the type of support that can be provided at the start of the enrolment based on the information received. After acceptance, the student's educational needs will be stored in Parnassys (primary) or Magister (secondary).

In PYP, classroom teachers conduct Literacy Screeners twice per year to flag students requiring additional support with their literacy skills compared to their peers in the same type of education. In MYP, Map Growth reading assessment data is used in a similar way. These assessments take place in school and are conducted in a classroom setting. This data is used along with additional observations to inform next steps internally by the school.

5.2. Referral process

Based on the data, students may fall in one of the following categories:

1. No additional support: Students scoring at or above the expected percentile range at the test moment.
2. Tier 1 Support: Students scoring below the expected percentile but not in the lower range.
3. Tier 2 or Tier 3: Students scoring in the lower percentiles or showing persistent literacy difficulties. The Inclusion Coaches will liaise with the classroom teachers/mentors to gather further observations and other relevant information to determine the support type based on the student's needs.

Classroom teachers/mentors can also refer students with literacy difficulties for additional support at any point throughout the year through the Inclusion Coaches via the Student Support Request form available in Parnassys or Magister. If the student is allocated Tier 2 support, an Inclusion Specialist can conduct additional screeners to identify goals and strategies, as well as monitor progress. If a student has been formally assessed and received a diagnosis, ISU will use this to provide the support required when possible.

In Secondary, when the student is not making sufficient progress or if the student would benefit from Inclusive Access Arrangements (IAAs), the Inclusion Specialist will liaise with the Inclusion Coaches and School Psychologist to determine next steps. In exceptional circumstances, a reduced schedule might be discussed and arranged to support the students in meeting their educational demands. The free time slots will be replaced by support sessions or self-study sessions.

6. Support for students with literacy difficulties

Students identified to receive Tier 2 support will attend sessions with an Inclusion Specialist to strengthen literacy skills as well as develop strategies that can support them to be successful in their learning.

Individualised goals will be set at the start of the support, and interventions will be tailored accordingly to ensure that progress can be monitored and reviewed. In Secondary, the students will have an opportunity to collaborate in the goal setting process. In some cases, such as Grade 6 students who require sustained literacy intervention, Tier 2 support may continue across the entire academic year to consolidate foundational skills and ensure a smooth transition to secondary.

Students exiting Tier 2, will continue to receive support through the Tier 1 structure as required or may be referred externally if further specialised assistance is needed.

7. Secondary: Access Arrangements, Assessments, and Resources

This section applies only to secondary students. In secondary, Inclusive Access Arrangements (IAAs) must follow International Baccalaureate (IB) requirements. Formal assessments are used to support applications for IAAs and must be recent, as required by the IB. These arrangements aim to reduce barriers to learning and assessment while maintaining the integrity of IB programmes and are reviewed regularly.

7.1. Inclusive Access Arrangements (IAAs)

The IAAs will be set based on the information gathered and may vary depending on the student's current needs. These are not permanent measures or guarantees; they may be adjusted over time as needs change. Examples of Literacy-Related Access Arrangements:

- Extra Time
 - Additional time to complete reading and writing tasks in assessments for students with slower reading speed, processing difficulties, or written expression challenges.
- Modified Assessment Materials
 - Adapted exam papers such as large print, alternative fonts, coloured paper/backgrounds, or digital formats to support readability.
- Planning / Structuring Tools
 - Use of graphic organisers, planning grids, or scaffolds to help students organise written responses.

7.2. Formal Assessments to support IAAs

In line with the IB requirements for IAAs, students might need a more recent assessment not older than 2 years (depending on their grade level). ISU requires a copy of the assessments and diagnosis on file to support the application process for IAAs.

The School Psychologist, in collaboration with the Inclusion Team, can provide some literacy skills assessments to provide further information on the student's educational needs and IAAs. These assessments are meant to review academic achievement and are not a diagnostic tool. The purpose of these assessments is for the Inclusion Team to be able to determine the strategies and accommodations that will benefit the student based on their needs.

If additional assessments or a formal diagnosis is required, parents/caregivers must organise this externally with a qualified and certified professional. ISU can share contact details of external support services that can carry out additional testing. The responsibility of any further assessments or diagnostic testing, including financial costs, lies with the parents/caregivers.

7.3. Tools and Resources (Provided by Students Themselves)

In agreement with the inclusion team and the mentor, students on a case-by-case basis can make use of specific resources to support their in-class learning. For example:

- Audiobooks
- Text-to-speech
- Laptops for notetaking, only in class
- Reading ruler or line guide

8. Monitoring and Review

To ensure that the support the student requires aligns with their evolving needs, the Inclusion Specialist will conduct regular progress reviews on the agreed goals that will be uploaded on Parnassys or Magister. These reviews draw on multiple sources of information, including the Inclusion Specialist observations and data from literacy screeners. While progress reviews typically occur on a termly basis, they may take place earlier if a student demonstrates rapid improvement or if new challenges emerge that require timely intervention. Following each review, the Inclusion Team considers the evidence to determine the most appropriate next steps. This may involve concluding Tier 2 sessions if the student is ready to work more independently within the Tier 1 framework, continuing current intervention or adjusting the format of support

(e.g., check-ins or supervised study sessions). Decisions are made based on the student's individual learning profile, ensuring that their voice is included and that support remains purposeful and responsive.

Where a student's needs extend beyond what the school can provide within its available resources and capacity, ISU will facilitate referrals to external specialist services as appropriate. In such cases, a parent/caregiver meeting will be held with the Inclusion Coach to discuss the recommendations and the agreed plan going forward. If possible, students may be placed on a waiting list for continuation of support with an Inclusion Specialist should additional capacity become available.