



City of  
**Stoke-on-Trent**

# **Stoke-on-Trent City Council**

Specific Learning needs guidance

# Specific Learning Difficulties Guidance

Range	Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
1	<p><b>Evidence</b> of some difficulties in aspects of literacy, numeracy or motor coordination not noteworthy of a young child as some difficulties are developments.</p> <p><b>Literacy</b> and/or numeracy skills may not be in line with general ability.</p> <p><b>Attainment</b> levels are likely to be a year or more delayed.</p>	<p><b>In</b> addition to normal classroom assessments the teacher will also carry out specific assessments, e.g. BPVS, Salfird, phonics and HFW checklist, and discuss next steps with the SENCO.</p> <p><b>Normal</b> curriculum plans to include QFT strategies and adjustments to activities to remove any barriers difficulties may present.</p> <p><b>Time-tabled</b> any one-to-one intervention into weekly routine as appropriate (the number of sessions would be dependent on the intervention).</p> <p><b>Monitor</b> effectiveness interventions.</p> <p><b>Parents</b> and children involved in monitoring and supporting their targets.</p>	<p><b>Mainstream</b> class with flexible grouping arrangements.</p> <p><b>Opportunities</b> for small group work based on identified need e.g. reading, maths, motor skills.</p> <p><b>Opportunities</b> for generic type one-to-one programmes aimed at addressing gaps-eg. Guided reading, additional 1:1 daily reading, booster group programmes.</p>	<p><b>Main</b> provision by class/ subject teacher with advice from SENCO.</p> <p><b>Additional</b> adults routinely used to support flexible groupings, differentiation and where appropriate provide 1:1 intervention.</p>	<p><b>Full</b> inclusion within the curriculum through use of differentiation and small group support. Delivery will incorporate highly multi-sensory strategies and be broken down into accessible steps.</p> <p><b>Activities</b> planned through QFT with emphasis on concrete/ experimental learning and using visual supports.</p> <p><b>Activities</b> and materials differentiated to address area(s) of weakness. For example reading materials should be content and reading age appropriate and supported visual aids; support to address writing difficulties; tools to aid organisation and completion of tasks/ daily activities.</p> <p><b>Dyslexia</b> friendly school strategies.</p> <p><b>Cursive</b> handwriting should be introduced as part of a multi-sensory approach.</p>	<p><b>CPD</b> for Teaching Staff using Nasen toolkits/ IDP/ LA Programmes.</p> <p><b>Materials</b> to support reading, writing, organisational and attention difficulties: e.g. task schedules, visual time tables; key points on desk cards, vocab; visual aids, guides to support instructions and maths rules; adapted writing frames with word and sentence support; clicker.</p> <p><b>Possible</b> motor skills interventions: Motor Skills Programme; Write from the start; Speed-Up, Clever Fingers, Madeleine Portwood Programmes.</p> <p><b>Possible</b> literacy interventions: Alphabet Arc, Read/ write Inc— Fresh Start, Spelling Programme, Better Reading Partnership, nesy, sound Linkage, SOS spelling morphological spelling programme, etc.</p> <p><b>Central</b> training to schools will be available .</p> <p><b>Dyslexia</b> Friendly Schools Training.</p> <p><b>Possible</b> Maths Interventions: Numicon Closing the Gap, Talking maths, Number shark.</p>

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2	<p>The pupil will have moderate difficulties in aspects of literacy, numeracy or motor coordination despite regular attendance, appropriate intervention and quality teaching.</p> <p><b>Evidence</b> of a discrepancy between cognitive levels and performance or an unusual pattern of strengths and weaknesses is likely to be present.</p> <p>If literacy or numeracy is the area of difficulty, attainment will be at least 2 years delayed or there will be a noticeable disparity between skills and cognitive ability.</p> <p><b>Difficulties</b> impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom.</p> <p><b>Self-esteem</b> and motivation may be an issue.</p> <p><b>There</b> may be a diagnosis of mild SpLD or the pupil may be referred to as having characteristics or traits of a SpLD.</p>	<p>As range 1 provision plus:</p> <p><b>SENCO</b> will use screening tools to establish a profile of the pupils strengths and weakness. This will inform areas for intervention and adjustments/ arrangements required for access to the curriculum and exams.</p> <p><b>As</b> appropriate, screen for Irlen’s (coloured overlays), Dyslexia, Dyscalculia, Motor Skills Difficulties. Tools you might use: LA dyslexia checklist, Dyslexia Screening test eg. DST, Lucid. For concerns regarding motor skills use the LA motor skills check list and/ or speak to the school nurse.</p> <p><b>Teaching</b> plans clearly show adjustments made for individual pupils to access the curriculum. This should include planning for additional adults supporting the pupil within the classroom.</p> <p><b>SENCO</b> to oversee planning of a personalised multi-sensory intervention. This should be time-tabled and a private area made available.</p> <p><b>Regular</b> monitoring and reviewing of interventions so they can be adapted accordingly. This should take place termly.</p> <p><b>Training</b> available to support schools in identifying and planning for children with SEN:</p> <p><b>Dyslexia</b> awareness and identification</p> <p><b>SENCO</b> introduction course.</p>	<p>As range 1 provision plus:</p> <p><b>1:1</b> specific multisensory, cumulative, structured programmes to support the acquisition of literacy, cursive handwriting, numeracy and motor skills.</p> <p><b>Ensure</b> opportunities for mixed groupings as pupil’s cognitive ability is likely to be higher than their literacy skills might indicate</p>	<p>As range 1 provision plus:</p> <p>Trained staff to deliver 1:1 or small group programme as prescribed.</p> <p><b>Additional</b> adult, under the direction of the teacher, provides sustained targeted support on an individual/ group basis.</p>	<p>As range 1 provision plus:</p> <p><b>Differentiated</b> curriculum with modifications that include alternative methods to record and access text.</p> <p><b>This</b> will include ICT as appropriate e.g. word prediction, text-to-speech.</p>	<p>As range 1 provision plus:</p> <p><b>Follow</b> any programmes recommended by OT’s or Physiotherapists.</p> <p><b>Assistive</b> technology to support reading and writing difficulties: Text-Help Read/ Write Gold, Write Online, Clicker 7, PenFriend, Mind-mapping software, iPads, 1:1 ReadWrite Inc</p> <p><b>Possible</b> evidence based literacy interventions: Active literacy kit, Beat dyslexia, Sound linkage, Read write ink—fresh start or 1:1 pre tutoring, Nessy, Word shark, Better reading partnership, Switch on literacy, Inference training, Toe by toe. The word wasp, Hornet literacy primer</p>

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3	<p>The pupil will continue to have moderate difficulties with literacy, numeracy or motor co-ordination despite regular attendance, significant levels of focussed intervention and quality teaching.</p> <p><b>Where</b> there is a discrepancy between cognition and attainment it should be noted that this may include a pupil who is attaining within an age appropriate range but significantly below their cognitive ability.</p> <p><b>Difficulties</b> on some aspects of cognitive processing will be present i.e. slow phonological processing, poor working memory, difficulties with auditory and visual processing.</p> <p><b>There</b> may be issues regarding self-esteem, motivation and thus behaviour becomes affected. An assessment of SpLD may be in place or should be sought.</p>	<p><b>As</b> range 2 provision plus:  <b>Progress</b> is closely monitored by school tracker/ Provision mapping/ Passport.  <b>As</b> part of the graduated approach reviews should provide evidence of need and progress to inform possible EHC plan.  <b>Appropriate</b> assessment for exam access arrangements.  <b>SENCO/</b> class teacher to take advice from specialist teacher other professionals as appropriate.  <b>Targets</b> are multi-sensory, individualised, short term and specific.  <b>Regular</b> communication with parents.</p> <p>Assessment</p> <p><b>If</b> after the school has demonstrated the use of support and assessment as outlined previously, with clearly documented provision, progress is not at the expected levels, a discussion will be had with the SENCO and parents to decide next steps which may include;  <b>Full</b> diagnostic assessment and report by specialist Advisor who is qualified assessor and teacher of pupils with SpLD (Dyslexia) or Educational Psychologist (EP)  <b>SEN</b> ICT assessment if deemed appropriate.</p> <p>Planning</p> <p><b>Support</b> to develop individual personalised programme (programme part of report)  <b>Advice</b> for class teacher to support class planning (in report)  <b>Meeting</b> with parents and class teacher to discuss the report and advice.</p>	<p><b>As</b> range 2 provision plus:  <b>Daily</b> 1:1 intervention following specialist advice.  <b>1:1</b> mentor support.</p>	<p><b>As</b> range 2 provision plus:  Staff to create modified resources.  <b>Trained</b> support staff to deliver specialist programme as advised by specialist advisor/ teacher or EP.  <b>Specialist</b> advisor/ teacher or EP to carry out assessment, write report.</p>	<p><b>As</b> range 2 provision plus:  <b>Tasks</b> and presentation of curriculum are increasingly individualised and modified.  <b>No</b> copying from the board.</p>	<p><b>As</b> range 2 provision plus:  <b>Resources</b> as recommended by specialist teacher</p>

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4a	<p>The pupil will have severe difficulties with literacy, numeracy, or motor coordination despite age, regular attendance and high quality specialist intervention and teaching.</p> <p><b>Where</b> there is a discrepancy between cognitive ability and performance, it is highly significant.</p> <p><b>Key</b> literacy and/ or numeracy skills are well below functional level for their year group. The pupil cannot access text or record independently.</p> <p><b>The</b> condition is pervasive and debilitating and significantly affects access to the curriculum and academic progress. <b>High</b> levels of support are required which include assistive technology.</p> <p><b>Social</b> skills and behaviour may be affected and issues of self-esteem and motivation are likely to be present.</p> <p><b>Identification</b> of Dyslexia, Dyscalculia, Dysgraphia or Developmental Coordination Disorder (DCD) has been made by a relevant professional. <b>Difficulties</b> are likely to overlap more than one area e.g. Dyslexia DCD.</p>	<p>As range 3 provision plus:</p> <p>Assessment</p> <p><b>EHCP</b> plan is in place.</p> <p>Planning:</p> <p><b>Curriculum</b> plans, classroom support and interventions are planned in accordance with the EHCP.</p> <p><b>Specialist</b> Advisor/ EP/ May be available for consultation and advice through the code of practice panel meeting.</p> <p><b>Monitoring</b> and reviewing of progress.</p> <p><b>Advice</b> on provision.</p> <p><b>Support</b> to deliver specialist teaching programmes.</p>	<p><b>Daily</b> 1:1 cumulative multi-sensory intervention to address core difficulties will be in place.</p> <p><b>Small</b> group and 1:1 support available in the classroom as appropriate.</p>	<p><b>Main</b> provision by class/ subject teacher with support from the SENCO and advice from education and non-educational professional as appropriate.</p> <p><b>Additional</b> trained adult, under the direction of the class teacher, support pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</p> <p><b>Specialist</b> trained member of staff to deliver intervention programme.</p> <p><b>Specialist</b> Advisor/ EP/ May be available for consultation and advice through the Code of Practice Panel Meeting.</p> <p><b>Monitoring</b> and reviewing of progress.</p> <p><b>Advice</b> on provision.</p> <p><b>Support</b> to deliver specialist teaching programmes.</p>	<p><b>Highly</b> adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching standard.</p> <p><b>Teaching</b> and activities and adapted to reduce the impact of processing difficulties e.g. working memory, processing speed.</p> <p><b>Assess</b> arrangements and adjustments are part of everyday learning practice.</p> <p><b>Specialist</b> teacher to advise and train key staff on teaching methods as appropriate.</p> <p><b>Specialist</b> courses available for teachers and TA's providing training on teaching and supporting pupils with Dyslexia.</p>	<p>As range 3 provision plus.</p> <p><b>Access</b> to assistive technology must be made available as appropriate to the pupil's needs. E.g. Clicker 7, TextHelp Read/ Write, penfriend, Dragon dictate, audio recording devices.</p> <p><b>Training</b> available on the use of assistive technology.</p>

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4b	<p>As range 4a plus:</p> <p><b>Difficulties</b> are so severe that daily teaching of the sub-skills is required to address literacy and numeracy.</p> <p><b>The</b> level of adjustment and specialist support across the curriculum required is significantly greater than is normally provided to most students in a mainstream setting.</p>	<p>As range 3 plus:</p> <p><b>EHCP</b> plan is in place.</p> <p><b>Curriculum</b> plans, classroom support and interventions are planned in accordance with the EHCP.</p> <p><b>Specialist</b> Advisor/ EP/ may be available for consultation and advice through the Code of Practice Panel Meeting.</p> <p><b>Monitoring</b> and reviewing of progress.</p> <p><b>Advice</b> on provision.</p> <p><b>Support</b> to deliver specialist teaching programmes.</p>	<p><b>Small</b> group provision lead by specialist teacher and specialist support staff.</p> <p><b>1:1</b> support as appropriate.</p>	<p><b>Main</b> provision by class/ subject teacher with some training in teaching pupils with SpLD.</p> <p><b>Additional</b> support from SENCO and advice from education and non-education professional as appropriate.</p> <p><b>Additional</b> trained adult, under the direction of the class teacher, support pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</p> <p>If in mainstream: Specialist advisor/ EP/ may be available for consultation and advice through the Code of Practice Panel Meeting.</p> <p><b>Specialist</b> courses available for teacher and TA's providing training on teaching and supporting pupils with Dyslexia and SpLD.</p>	<p><b>Highly</b> adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard.</p> <p><b>Teaching</b> and activities are adapted to reduce the impact of processing difficulties, e.g. working memory, processing speed.</p> <p><b>Access</b> arrangements and adjustments are part of everyday learning and practice.</p> <p><b>Specialist</b> teacher to advise and train key staff on teaching methods as appropriate.</p>	<p>As range 3 plus:</p> <p><b>Access</b> to assistive technology must be made available as appropriate to the pupil's needs. E.g. Clicker 7, TextHelp Read/ Write, Penfriend, dragon dictate, audio recording devices.</p> <p><b>Training</b> available on the use of assistive technology.</p>