

# Cognition and Learning Needs: Specific Learning Difficulties (SpLD) Universal provision

## Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- The Single Equality Duty includes consideration of how access to curriculum can be improved for children and young people with SEN
- Whole school curriculum policies acknowledge the needs of pupils experiencing difficulties in the area of SpLD and the impact that this may have on all aspects of learning
- School aware of and acts on research relating to what works best for children and young people with specific learning difficulties and guided by specialist support
- CPD programme for all staff relating to the needs of children and young people with SpLD
- SENCO is aware of the guidance and support available for teachers from organisations specialising in SpLD
- Information on learning needs of children and young people distributed to all relevant staff and SENCO disseminates updated information on the children and young people all relevant staff within the school
- School ensures that all staff are aware of their responsibilities for ensuring access and appropriate differentiation for all children and young people.
- Differentiated planning specifically for children and young people with SpLD
- Class/subject teachers take responsibility for acting upon information around relevant students
- Additional specialist advice/support sought as required
- Teachers and support staff adopt strategies identified by SENCO and/or specialist support to support individual needs of children and young people including:
  - ◊ Careful consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, appropriate use of illustrations etc.
  - ◊ Reducing background noise via an awareness of the importance of the acoustic environment within class and for small group activities in a distraction free space
  - ◊ Strategic positioning of children and young people and adults within classroom
  - ◊ Adults modifying their language, 'chunking' and emphasizing key points
  - ◊ Support to sequence tasks and instructions within class
  - ◊ Giving extra processing time for thinking, speaking and listening
  - ◊ Developing and enhancing attention skills
  - ◊ Allowing time to develop of social interaction through group work
  - ◊ Support for the provision of and use of ICT for recording
  - ◊ Using multi-sensory activities and experiential learning as appropriate
  - ◊ Visual timetables and planners available to all students
  - ◊ A variety of alternative ways to record and present work.
- Support for homework and arrangements to ensure that tasks are clearly recorded
- All staff are aware of the guidance to teach in a dyslexia friendly way set out in the Nottingham Dyslexia Friendly School Guide and are responsible for implementing relevant strategies.
- Time limited SpLD interventions if appropriate

## Assessment

- All staff aware of the indicators of SpLD and are able to contribute to the early identification of children and young people with SpLD
- Where the children and young people has not made expected progress in development of literacy and numeracy SENCO uses a range of assessment tools to assess children and young people for SpLD as guided by the Learning Support Service or SENCO, for example:
  - ◊ National Curriculum; Speaking and Listening Levels; Pivats Levels; Inclusion Development Programme for Dyslexia; Checklist/observations
- Assessment of children and young people's strengths and difficulties
- Clear expected outcomes set for all interventions and ongoing monitoring and evaluation of children and young people's progress as a result of interventions
- Regular reviews of progress to include children and young people, parents/carers, specialist teacher and outside agencies if involved

## Pastoral Care

- Guidance for parents/carers in how to support their child's development with regard to specific learning difficulties
- Support for children and young people with SpLD to enhance self awareness leading to increased confidence and self esteem
- Recognition of the potential stress, anxiety and confusion SpLD can cause, leading to positive action to support the children and young people
- Signpost parents to the Local Offer/ other agencies offering support around SpLD
- Accurate transfer of key information on transition from primary to secondary
- Discussion with children and young people and parents/carers and involvement in identification, assessment and planning provisions
- Accurate transfer of specific strategies which have been successful and intervention programmes trialled and/or completed and/or completed
- School ensures that written information is provided in accessible format or they have a process to follow for those who require an alternative

# Cognition and Learning Needs: Specific Learning Difficulties (SpLD) **Special Educational Needs Support**

## Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Regularly updated information to all relevant staff within the school, risk assessments, individual provision maps identifying all additional to and different from provision and interventions and guidelines/advice from other professionals
- Specialised training relevant to individual child or young person
- SENCO is responsible for managing, advising and coordinating all interventions
- All staff adopt strategies identified by SENCO/specialists to support individual needs.
- Significant differentiation of the curriculum according to individual need
- Key Stage 4 alternative curriculum, alternative accreditation, work-related learning and college opportunities
- Timetabling that allows for reduced options in Key Stage 4 to facilitate additional study support options
- Further updated information to all staff within the school by SENCO/Specialists to support individual needs of children and young people including:
  - ◊ The use of specialist, high cost ICT for access to curriculum (where appropriate)
  - ◊ Small group or individual teaching, using structured multi-sensory materials to develop basic skills, with opportunities for pre-teaching, overlearning and revision
- Identifying and consistently using key vocabulary and displaying with visual prompts such as symbol, objects, photos and students own graphics

## Assessment

- Further specialist diagnostic assessment where there is evidence of lack of expected progress despite high quality time limited interventions at universal level
- School to organise multiagency meeting, such as CAF or Team Around the Child, if appropriate
- Assessment of children and young people's strengths and barriers/difficulties with ongoing advice/support from specialists
- Regular reviews of progress to include children and young people, parents/carers, specialist support services and outside agencies

## Pastoral Care

- children and young people and parents/carers work in partnership with the school to plan provisions
- Regular sharing of information with children and young people, parents/carers and other agencies
- Individualised pastoral support and named keyworkers as appropriate
- Well developed and planned individual strategies to support and facilitate transition across key stages involving all relevant professionals
- Access to targeted support for homework as required