

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD)... Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.' (SEND COP, 2015, p.97-98)

Have a supportive ethos and environment which promotes respect and values diversity

Celebrate difference and promote acceptance

Refer to 'coordination difficulties' PEaSS poster for strategies to support development of fine and gross motor skills

Have clear classroom routines and explicit expectations for behaviour and work

Provide accessible resources and strategies to promote independent learning eg word banks, writing frames, assistive technology

Model to the pupil that making mistakes is OK and a part of the learning process

Identify need and monitor impact of interventions eg use screening tools

Check whether the learner has had a recent sight and hearing test or a colorimetry test

Consider contacting [Access Through Technology](#) for assessment, equipment, advice, support or training

Suggested whole-setting approaches:

Work towards creating a '[Dyslexia Friendly](#)' school

Work towards creating '[Dyspraxia Friendly](#)' classrooms

Provide a broad and balanced curriculum

Work towards creating '[Dyscalculia friendly](#)' classrooms

Ensure that curriculum promotes resilience and social and emotional development

Help parents/carers to support learning at home eg reading or maths cafes

Create a 'one-page profile' involving parents/carers and the pupil in identifying how best to support

Suggested SEND support strategies in the classroom:

Use scaffolding to ensure the development of literacy and numeracy skills, expressive language and communication skills and to minimise behaviour and emotional difficulties

Use pre-teaching and link new learning and vocabulary to what the learner already knows

Model, coach and reinforce skills, providing examples of new concepts drawn from learners real-life experiences

Use short simple instructions. Give one at a time and check for understanding. Provide visual prompts as reminders

Scaffold/support questioning eg using Bloom's Taxonomy to stretch and challenge

Enable recording using alternatives to writing: Clicker, PPT, poster, orally, mind maps, pictures/diagrams/maps, sorting statements or pictures into categories

Offer peer to peer support eg give time to think and talk to a partner before answering a question

Break learning down into small new steps, building on prior learning

Give sufficient thinking time (10 second rule)

Suggestions for the SENDCo:

Use the [SpLD checklists](#) to support teachers in identifying areas of need and appropriate support strategies

Consider advice from [Educational Psychology and Specialist Support \(EPSS\)](#) or alternative provider

Consider outreach advice and support from an appropriate C&L [Specialist Resource Base \(SRB\)](#)

Plan targeted support and seek advice from external providers, including referrals to appropriate services

Consider contacting the [Dyslexia Outreach](#) for information, outreach advice or training

Consider a [School 2 School Support \(S2S\)](#) referral for advice, support or training

Continue the cycle of support (assess, plan, do, review) while specialist advice is sought

Train staff in support strategies for a range of learning difficulties, including SpLD (Specific Learning Difficulties) eg [Neurodiversity](#) / '[Every teacher is a teacher of SEN](#)'

Seek advice on specialist arrangements for examinations and assessments