

'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

Curriculum teaching and learning to promote independence and organisational skills

Check seating – desk should be at elbow height, learner should be able to sit right back in their chair with knees bending back at right angles and feet flat on the floor. Put a box or large book under feet if necessary

Share homework in ways that avoid the need to write it down eg print it, take a photo or use an app

Ensure learners are able to see the teacher and the IWB clearly without turning

Provide opportunities to develop keyboard skills and learn how to touch type

Use [Social Stories](#) or [Comic Strip Conversations](#) to explain social rules and expected behaviour

Teach CPA (moving from 'concrete' to 'pictorial' to 'abstract') and make concepts relevant to learner's own experience

Identify need and monitor impact of interventions using screening tools

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

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

Suggested whole-setting approaches:

Use consistent visuals around the setting to reinforce key routines and expectations

Provide training for all staff to promote understanding and confidence

Curriculum teaching and learning to promote resilience and support social and emotional learning

Work with and support parents and carers eg support groups, coffee mornings, signposting key support services

Suggested SEND support strategies in the classroom:

Use technology, writing frames (eg mind maps, flow charts, photocopied notes) to minimise need for written recording

Timetable regular opportunities to practise fine or gross motor skills eg Norfolk [OT pre-referral pack](#) or Lincolnshire [First Move Programme](#)

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

Teach strategies to improve organisation eg use of diaries, workplans, checklists of equipment

Enlarge text. Print off own copy of pages from IWB. Use larger-lined books or paper, columns or boxes, squared paper

Have a well-organised classroom with clear and consistent explicit classroom rules and routines

Use visual reminders to support handwriting eg an alphabet (capital letters and lower case) and numeral formation guide on the table

Use simple, clear language in the right order when giving instructions. Give time for thinking and processing (10 second rule)

Use writing aids e.g. slope, non-slip mat, pencil grips, triangular or thick-barrelled pencils, pens or paintbrushes, easy-write pens, adapted scissors, templates or stencils

Colour code spatially confusable items eg x sign in one colour, + sign in another

Seat the learner away from distractions with plenty of space each side of them – the learner should have their writing arm on the outside edge of shared table

Teach the learner to talk themselves through visual and spatial tasks eg learn verbal model for letter formation ('b - start at top, down, up, round, down')

Choose resources that don't require manipulation (eg number line rather than counters in maths) or pair with a buddy to support

Allow rest breaks, as concentration and motor effort is demanding and the learner is likely to be easily fatigued

Provide the learner with their own set of materials needed in a tray or transparent pencil case

Promote concentration with a quiet and calm classroom environment

Permit 'time-out' if needed in an identified safe space

Support development of relationships and reinforce social skills eg taking turns, negotiating

Break down tasks into small, ordered steps to be completed one by one

Use multi-sensory teaching approaches wherever possible e.g. letter formation on sandpaper, tracing, writing in the air

Consider sensory circuits, ['Speed Up'](#) or [Smart Moves](#) or an alternative resource to deliver targeted small group support

Suggestions for the SENDCo:

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

Consider advice and support from [Children's Occupational Therapy Service](#)

Provide staff training eg [Neurodiversity](#) / ['Every teacher is a teacher of SEN'](#)

Share 'dyspraxia friendly' classroom guidelines — [primary](#) or [secondary](#)

Consider a referral to [Access Through Technology](#)

Seek advice on specialist arrangements for examinations and assessments