



Post 16 Threshold Descriptors

Specific Learning Difficulties

S4.9

Range	Specific Learning Difficulties Descriptor (Apply 'best fit')	Assessment & Planning	Inclusion	Grouping for Teaching	Resources	Curriculum & Teaching Methods	SEB Support
1	<ul style="list-style-type: none"> Low level difficulties in the acquisition and use of language / literacy / numeracy / motor /memory/ organisational skills. Evidence of unexpected / inconsistent / unusual pattern of strengths and specific weaknesses in skills development. Access to some curriculum areas affected. 	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. ALS or Inclusion Department may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets. Parents involved regularly and support targets at home. Learners involved in setting and monitoring their targets. 	<ul style="list-style-type: none"> Full inclusion through enhanced use of differentiation and group support. Activities planned through 'tracking back' 	<ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need. <ul style="list-style-type: none"> Time limited programmes of small group work based on identified need. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with advice from ALS or Inclusion Department. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. 	<ul style="list-style-type: none"> Dyslexia Friendly environment. Teacher's practice clearly evidences dyslexia friendly approaches. Differentiating for the learners identified area(s) of weakness. 	<ul style="list-style-type: none"> Up to 2 of below ----- ----- Buddy; Break time havens; Life Skills Teaching; Breakfast Clubs; Nurture Group; Learning Mentor Programmes; Induction Programme, Daily Welcoming; Other.
2	<ul style="list-style-type: none"> Moderate but persistent difficulties in the acquisition and use of language / literacy / numeracy / motor / memory / organisational skills. An unusual learning profile. Evidence of discrepancy between cognitive levels and performance in specific skills. Access to curriculum restricted / limited. Behaviour may be affected (e.g. tantrums at home / distress). Learner experiences 'good' days and 'bad' days. Learner may appear tired from effort of concentration. 	<p>Assessment</p> <ul style="list-style-type: none"> Use of assessment materials to identify specific areas of need. Advice and guidance of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets. Additional steps taken to engage learner and parents as appropriate. 	<ul style="list-style-type: none"> Inclusion by individualised differentiation within the introduction and plenary sessions; Planned withdrawal for short periods with specific focus; 	<ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Time limited 1:1 programme based on specific need. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from ALS or Inclusion Department and advice from specialist teachers as appropriate. Additional support, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal. 	<p>As above – plus:</p> <ul style="list-style-type: none"> Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy and / or numeracy, memory and motor skills. Modified differentiated curriculum and alternative recording programmes. Focus on study skills. Opportunity for over learning rehearsing and revising. 	<ul style="list-style-type: none"> Individual SEB / Life Skills Plan.
3	<ul style="list-style-type: none"> Significant and persistent difficulties in acquisition and use of language / literacy / 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more in depth assessment of 	<ul style="list-style-type: none"> Modification of the delivery of the Curriculum in 	<ul style="list-style-type: none"> Mainstream class, predominantly 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from ALS or 	<p>As above – plus:</p> <ul style="list-style-type: none"> Structured cumulative multisensory programme run 	<ul style="list-style-type: none"> Individual SEB / Life Skills Programme.

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	<p>numeracy / motor / memory / organisational skills.</p> <ul style="list-style-type: none"> Marked discrepancy between cognitive levels and performance in specific skills despite previous focused and sustained input. Wide variation in performance between subject areas. Access to curriculum severely affected. Behaviour affected (eg maybe isolated and introverted or class clown) 	<p>specific areas of need (eg understanding ambiguity; receptive and expressive vocabulary; cognition; literacy analysis etc.)</p> <ul style="list-style-type: none"> Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. Additional steps taken to engage learner and parents as appropriate. 	<p>consultation with .ALS or Inclusion Department.</p> <ul style="list-style-type: none"> Structured and cumulative programmes in place. Planned withdrawal which is focused and regularly monitored for outcome. 	<p>working on modified curriculum tasks.</p> <ul style="list-style-type: none"> Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. 	<p>Inclusion Department and advice from education and non-education professional as appropriate.</p> <ul style="list-style-type: none"> Additional adult, under the direction of the teacher, supports learner working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. Specialist training for additional adults. 	<p>daily on a 1:1 or small group basis as appropriate.</p> <ul style="list-style-type: none"> Differentiated tasks and materials individualised to match learning skills. IEP to address key curriculum targets. 	
4	<ul style="list-style-type: none"> Average or above average performance in some curriculum areas i.e. spiky learning profile Identified specific learning difficulties prove to be a barrier to learning despite reasonable adjustments. Specialist assessment reports indicate the existence of 2 or more specific learning difficulties eg dyslexia / dyspraxia: dyspraxia / dyscalculia; dyspraxia / language and communication; dyslexia / ASD Specialist assessment reports indicate co-morbidity e.g. dyslexia and hearing impairment Social skills problems. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 3 plus a wider skills assessment. Accurate and full learning profile mapped. Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. Additional steps taken to engage learner and parents as appropriate. 	<ul style="list-style-type: none"> Modification of the delivery of the Curriculum in consultation with ALS or Inclusion Department. 	<ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from ALS or Inclusion Department. and advice from education and non-education professional as appropriate. Additional support, under the direction of the teacher, supports learner working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. Specialist training for additional adults. 	<ul style="list-style-type: none"> Individual direct teaching by specialist teacher or a support assistant under the direction of a specialist teacher. Direct teaching programmes to include – one or more of the following: <ul style="list-style-type: none"> Fine Motor Skills Programme Memory skills Language and Communications Programme Social Skills Programme Study Skills Extended Reading Programmes Phonic Skills Development Thinking Skills Organisational and concentration Skills Written English Skills. 	

- Each range builds upon the previous range(s) i.e. the provision is accumulative
- There is no Range 5 as a learner would not be placed in specialist provision for just SpLd

To be reviewed 2017-18