

Threshold Descriptors for General Learning Difficulties

S4.2

Please use in conjunction with the Attainment Profile Grid.

Range	Descriptor (Apply 'Best Fit')	Assessment & Planning	Inclusion	Grouping for Teaching	Resources	Curriculum & Teaching Methods	Cognitive Development	SEB Support	This column may be used for guidance notes / lists of names.
1	<ul style="list-style-type: none"> Some problems with concept development and logical thought. Upper end of below average range of cognitive ability (SS 78 - 84) Low level difficulties in the acquisition/use of language / literacy / numeracy skills. May need support to organise resources for familiar activities. Difficulties with pace of curriculum delivery. Low self-esteem 	<p>Assessment</p> <ul style="list-style-type: none"> Part of usual in-house assessments. ALS or Inclusion Team 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 within the Curriculum through <u>enhanced</u> use of differentiation and group support. Activities planned through 'tracking back' as described in DfE documents. 	<ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/thinking. Time limited 1:1 programme based on specific need. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with advice from ALS or Inclusion Team. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. Constant access to writing frames; word banks; practical equipment; visual cues; cue cards; Topic specific additional resources 	<ul style="list-style-type: none"> Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources. Simplify level/pace/amount of teacher talk. Increased emphasis on identifying and teaching to preferred learning style. Opportunities for skill reinforcement / over learning / revision / transfer and generalisation. Some use of specific group or 1:1 programmes. 	<ul style="list-style-type: none"> Strategies employed to encourage cognitive engagement (e.g. Thinking Skills, Brain Gym, Accelerated learning, Consolidation of new and prior learning. 	<ul style="list-style-type: none"> Positive ethos, good relationships. Effective pastoral system. Consider Maslow's Hierarchy. Positive behaviour management. Planned teaching of PSD and behavioural skills. Access as appropriate to: Buddy; Life Skills Teaching; Breakfast Clubs; Nurture Group; Learning Mentor Programmes; Induction Programme, Daily Welcoming; Other. <p>Also see SEBD Guidance.</p>	
2	<ul style="list-style-type: none"> Moderate difficulties with concept development and logical thought which limits access to the curriculum. Lower end of below average range of cognitive ability (SS 71 - 77). Moderate but persistent difficulties in the acquisition / use of language / literacy / numeracy skills. Difficulties with independently organising resources for familiar activities. High level of low self-esteem. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed assessment tools. More specialist assessment tools relevant to area of difficulty e.g. reading assessments; receptive language; spelling; mathematical concepts. Involvement 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 which reflect specialist advice and guidance and specific area of need. Additional steps taken to engage learner and parents/carers as appropriate. 	<ul style="list-style-type: none"> Inclusion by individualised differentiation within the introduction and plenary sessions; occasional planned withdrawal. Activities planned through 'tracking back' and IEP targets. 	<ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Flexibility of groupings to allow for buddy support / good role models / focused teaching. Regular time limited programmes of small group work based on identified need. Regular monitoring and evaluation of programmes to measure outcome. On going opportunities for 1:1 support focussed on specific IEP targets. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from ALS and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal for short periods. Constant access to writing frames; word banks; practical equipment; visual cues; cue cards. Topic specific additional resources. These will need to become more individualised / personalised in order to meet need and will be required to be easily available at all times. 	<ul style="list-style-type: none"> Increasingly individualised programme including modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to learners identified need. Teaching methods adapted to suit individual's identified learning style (e.g. VAK). Emphasis on skill mastery/using and applying/generalisation of skills. Individual targets within group programmes and/or 1:1. 	<ul style="list-style-type: none"> Intensive use of 'Thinking Skills' approach. Systematic, planned use of over learning in order to develop confidence and a degree of automaticity. 	<ul style="list-style-type: none"> Individual SEB / Life Skills Plan. 	
3	<ul style="list-style-type: none"> Significant difficulties with concept development and logical thought severely restrict access to the curriculum. Significantly below average range of cognitive ability (SS 70 and below). Significant and persistent difficulties in the acquisition/use of language / literacy / numeracy skills. Significant difficulties with independently organising resources for familiar activities. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools. 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 and reflect specialist advice and guidance. Additional steps taken to engage learner and parents/carers as appropriate. 	<ul style="list-style-type: none"> Modification of the delivery of the Curriculum. 	<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 Team 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 1:1. As Range 2 but with increased levels of personalisation and differentiation according to need 	<ul style="list-style-type: none"> Tasks and presentation personalised to learner's needs. Individualised level/pace/amount of teacher talk. Learning style determines teaching methods. Emphasis on consolidation and lateral progress before introducing new skills. Small steps targets within group programmes and/or 1:1 Development of automaticity should be facilitated through opportunities for over learning 	<ul style="list-style-type: none"> Individual cognitive programme. Intensive over learning. 	<ul style="list-style-type: none"> Individual SEB / Life Skills Programme. 	

		appropriate.							
4	<p>Top Up As Range 3 with either:</p> <ol style="list-style-type: none"> 1) An additional diagnosed medical condition which is likely to significantly impact on cognitive functioning and the ability to retain previous learning or on the facilitation of new learning. 2) Severe developmental delay which persists and despite personalised interventions limited progress is made. 3) Diagnosis of severe learning difficulties 	<ul style="list-style-type: none"> • As Range 3 plus more specialised assessments relevant to characteristics of medical condition. 	<ul style="list-style-type: none"> • Appropriate modification of the delivery of the curriculum in consultation with the ALS or Inclusion Team and educational and non-educational professionals; including modification and individualisation of curriculum 	<ul style="list-style-type: none"> • Discrete 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 and recommended therapies. 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from ALS or Inclusion Team and advice from education and non-education professional as appropriate. • Additional support under the direction of the teacher supports working on modified curriculum tasks; provides regular opportunities for small group work and daily 1:1. This is likely to include some therapy type activities which are condition led. • As Range 3 but with increased levels of personalisation and differentiation according to learning need and any relevant medical characteristics. 	<ul style="list-style-type: none"> • Tasks and presentation personalised to learners' needs. • Individualised level/pace/amount of teacher talk. • Learning style determines teaching methods. • Significant emphasis on consolidation and lateral progress before introducing new skills. • Small steps targets within group programmes and/or 1:1 • Development of automaticity should be facilitated through over learning opportunities 	<ul style="list-style-type: none"> • Individual cognitive programme. • Individual programmes according to medical characteristics. • Intensive over learning. 	<ul style="list-style-type: none"> • Individual SEB / Life Skills Programme. 	
5	<p>As Range 4; requiring discrete specialist provision, specialist placement or independent specialist provider required to meet learners severe or complex learning needs</p>	<ul style="list-style-type: none"> • As Range 4 plus P Scales assessments and developmental assessments. 	<ul style="list-style-type: none"> • Modified delivery individualised curriculum 	<ul style="list-style-type: none"> • 1:1 or 1:2 support in a discrete class 	<ul style="list-style-type: none"> • Main provision by specialist provider with advice from education and non-education professional as appropriate. • Additional adults, under the direction of the teacher, supports learner to access curriculum working on modified curriculum tasks; provides regular opportunities for small group work and daily 1:1. • As Range 4 but with increased levels of personalisation and differentiation according to learning need and any relevant medical characteristics. 	<p>As Range 4 plus:</p> <ul style="list-style-type: none"> • Personalised sensory curriculum 	<ul style="list-style-type: none"> • Individual cognitive programme. • Individual programmes according to medical characteristics. • Intensive over learning. <p>Delivered by practitioners experienced in working with learners with complex learning needs</p>	<ul style="list-style-type: none"> • Individual SEB / Life Skills Programme – need identified by lack of understanding of danger/independence skills 	