



BARNSLEY
Metropolitan Borough Council

Threshold Descriptors

GENERAL LEARNING DIFFICULTIES

(to be used with FS2, KS1 - KS4 pupils only)

S3-2

To be reviewed 2017-18

Threshold Descriptors for General Learning Difficulties S3.2
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	Social, Emotional & Behavioural Support
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 normal school and class assessments. SENCO 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. Pupils involved in setting and monitoring their targets. 	<ul style="list-style-type: none"> Full inclusion within the National 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 g. Time limited 1:1 programme based on specific need. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. Constant access to writing frames; word banks; writing mats; practical equipment; visual cues; cue cards; alphabet cards/strips appropriate to both literacy and numeracy 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, Philosophy for Children. Consolidation of new and prior learning. 	<ul style="list-style-type: none"> Positive school ethos, good relationships. Effective pastoral system. Consider Maslow's Hierarchy. Positive behaviour management. Planned teaching of PSHE skills. Access as appropriate to: Buddy; Circle Time; Circle of Friends; Life Skills Teaching; Breakfast Clubs; Nurture Group; LSU; Learning Mentor Programmes; Parental Support Adviser Involvement; Induction Programme, Daily Welcoming; Other.
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 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared /PIVATS. More specialist assessment tools relevant to 	<ul style="list-style-type: none"> Inclusion by individualised differentiation within the introduction and plenary sessions; occasional planned withdrawal. Activities 	<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 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the 	<ul style="list-style-type: none"> Increasingly individualised programme including modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need. Teaching methods adapted to suit 	<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.

2	<p>persistent difficulties in the acquisition / use of language / literacy / numeracy skills.</p> <ul style="list-style-type: none"> Difficulties with independently organising resources for familiar activities. High level of low self-esteem. 	<p>area of difficulty e.g. reading assessments; receptive language; spelling; mathematical concepts.</p> <ul style="list-style-type: none"> Involvement of education and non-education professionals as appropriate. Initiate CAF <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 pupil and parents as appropriate. 	<p>planned through 'tracking back' and IEP targets.</p>	<p>teaching.</p> <ul style="list-style-type: none"> 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. 	<p>direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal for short periods.</p> <ul style="list-style-type: none"> Constant access to writing frames; word banks; writing mats; practical equipment; visual cues; cue cards; alphabet cards/strips appropriate to both literacy and numeracy 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. 	<p>individual's identified learning style (e.g. VAK).</p> <ul style="list-style-type: none"> Emphasis on skill mastery/using and applying/generalisation of skills. Individual targets within group programmes and/or 1:1. 		
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 	<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 	<ul style="list-style-type: none"> Modification of the delivery of the National Curriculum in consultation with SENCO. 	<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 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher, supports 	<ul style="list-style-type: none"> Tasks and presentation personalised to pupil'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 	<ul style="list-style-type: none"> Individual cognitive programme. Intensive over learning. 	<ul style="list-style-type: none"> Individual SEB / Life Skills Programme.

3	<p>of language / literacy / numeracy skills.</p> <ul style="list-style-type: none"> Significant difficulties with independently organising resources for familiar activities. 	<p>levels of achievement and all IEP targets are individualised, short term and specific and reflect specialist advice and guidance.</p> <ul style="list-style-type: none"> Additional steps taken to engage pupil and parents as appropriate. 		<p>for 1:1 support focused on specific IEP targets.</p>	<p>pupil working on modified curriculum tasks; provides regular opportunities for small group work and daily 1:1.</p> <ul style="list-style-type: none"> As Range 2 but with increased levels of personalisation and differentiation according to need 	<p>within group programmes and/or 1:1</p> <ul style="list-style-type: none"> Development of automaticity should be facilitated through opportunities for over learning 		
4	<p>As Range 3 with either:</p> <ol style="list-style-type: none"> 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. Severe developmental delay which persists and despite personalised interventions limited progress is made. 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 SENCO and educational and non educational professionals 	<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 and recommended therapies. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher, supports pupil 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 	<ul style="list-style-type: none"> Tasks and presentation personalised to pupil's 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 increased 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.

4					according to learning need and any relevant medical characteristics.			
5	<p>As range 4 plus:</p> <ul style="list-style-type: none"> • May have been assessed as having profound and multiple learning difficulties. • Severe and complex learning difficulties identified and despite personalised interventions only small steps of progress made. • Unable to access many age related activities independently • Very limited self help skills • Speech and language skills significantly impacts on ability to communicate needs and feelings and may become extremely frustrated as a result. • May have feeding and continence issues. 	<ul style="list-style-type: none"> • As Range 4 	<ul style="list-style-type: none"> • As Range 4 	<p>As Range 4 plus:</p> <ul style="list-style-type: none"> • Smaller class sizes • Higher ratio of adults to children in class 	<ul style="list-style-type: none"> • As Range 4 but with a highly personalised curriculum based on provision outlined in a Statement of SEN. • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks; provides regular opportunities for small group work and daily1:1. This is likely to include some therapy type activities which are condition led. • Resources which provide sensory stimulation e.g. light and sound room. 	<ul style="list-style-type: none"> • Approaches used similar to those used in special schools for pupils with severe or profound and multiple learning difficulties. • Activities planned to provide stimulation. • Multi-sensory approach to learning 	As Range 4	As Range 4