



Threshold Descriptors

Specific Learning Difficulties

S3.9

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. 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 through enhanced use of differentiation and group support. • Activities planned through 'tracking back' as described in DfE/National Strategy documents. 	<ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need. • 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 SENCO. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. 	<ul style="list-style-type: none"> • Whole school policies and approaches – NNS + NLS guidance materials; BDA – Dyslexia friendly schools. • Whole school practice clearly evidences well embedded implementation of the Inclusion Development Programme (IDP) for Dyslexia. • Differentiating for the students identified area(s) of weakness. 	<ul style="list-style-type: none"> • General SEB Group Plan. • Up to 2 of below <hr/> <p>Buddy; Circle Time; Circle of Friends; Break time havens; Life Skills Teaching; Breakfast Clubs; Nurture Group; LSU; Learning Mentor Programmes; Parental Support Adviser Involvement; Induction Programme, Daily Welcoming; Other.</p>

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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). Pupil experiences 'good' days and 'bad' days. Pupil may appear tired from effort of concentration. 	<p>Assessment</p> <ul style="list-style-type: none"> Use of in-school assessment materials to identify specific areas of need (e.g. LUCID COPS / CATS/ MIDYIS / BPVS/ PHONICS SCREENING) 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 pupil 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 SENCO 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. 	<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. At KS 3 and 4 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 / numeracy / motor / memory / organisational skills. 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>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more in depth assessment of specific areas of need (eg understanding ambiguity; receptive and expressive vocabulary; cognition; literacy analysis etc.) 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 pupil and parents as appropriate. 	<ul style="list-style-type: none"> Modification of the delivery of the National Curriculum in consultation with SENCO. Structured and cumulative programmes in place. Planned withdrawal which is focused and regularly monitored for outcome. 	<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 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 opportunities for 1:1. Specialist training for additional adults which is additional to the well-embedded implementation of IDP strategies 	<p>As above – plus:</p> <ul style="list-style-type: none"> Structured cumulative multisensory programme run daily on a 1:1 or small group basis as appropriate. Differentiated tasks and materials individualised to match learning skills. IEP to address key curriculum targets. National Curriculum disapplication in core areas to allow the above programmes to run. 	<ul style="list-style-type: none"> Individual SEB / Life Skills Programme.

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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 pupil and parents as appropriate. 	<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 for 1:1 support focused on specific IEP targets. 	<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 opportunities for 1:1. • Specialist training for additional adults which is additional to the well embedded implementation of IDP strategies. 	<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 pupil would not be placed in specialist provision for just SpLd