

SCIL (Social, Communication, Interaction and Learning) Team

Learning Support (C&L) – Graduated Approach to Support Pupils with SpLD (Dyslexia)

Bradford Matrix of Need/Code of Practice stage	Provision and Support offered from Learning Support (Cognition and Learning)
<p>Below Age-Related Expectations (AREs) Functioning/Attainment: Mild Needs</p> <p>Young people are likely to be working persistently below age-related expectations in literacy, with standard scores below 85 in this area, despite access to appropriate educational opportunities. There may be inconsistencies in their profile/strengths and weaknesses.</p>	<p>What we offer:</p> <ul style="list-style-type: none"> • SEND Specialist Support Offer - specialist teacher link working with school to develop provision for pupils with SEND, this can include provision for pupils with SpLD. • Specialist teacher advice via the school’s link specialist teacher. • Training on literacy difficulties and literacy-based interventions through our on-demand training or SEND Specialist Support offer: Recognising and Managing Dyslexia and Literacy Difficulties; Alphabet Arc; 20:20 Reading Intervention; Precision Teaching of High Frequency Words. <p>Levels and how your pupil might present:</p> <p>Pupils’ performance on standardised tests of spelling and reading accuracy will be below average, less than SS85 (SS = Standard Score). Pupils will demonstrate a lack of reading and spelling fluency. They are likely to have some level of difficulty with whole word recognition, phonological awareness and phonics. They may need extra-time to complete tasks and require strategies to support working memory and processing speed difficulties. Consider that pupils may be aware of their difficulties and therefore may benefit from support to maintain and promote self-esteem.</p> <p>Assess/Plan – to identify need and plan provision, school should:</p> <ul style="list-style-type: none"> • Complete the relevant sections of the New Learning Support Baseline Assessment , i.e. basic literacy skills and phonological awareness. • Carry out a dyslexia screener (e.g. online screener). • Access advice and support via the school’s link specialist teacher. • Create individual pupil profiles/individual education plans in line with school SEND policies. <p>Do – the type of provision school should put in place:</p> <ul style="list-style-type: none"> • Up to 10 hours of additional support – this may include classroom adjustments, time to prepare bespoke resources and small group or 1:1 intervention, including some support for self-esteem in relation to their own ability to succeed as learners. • Specialist teacher recommendations. These will focus on developing reading and/or writing skills and classroom adjustments to remove barriers to learning. • Dyslexia-friendly strategies and interventions, inc. some access to assistive technology. The Baseline Toolkit can support this. <p>Review – the school should review and monitor progress by:</p> <ul style="list-style-type: none"> • Measuring progress using baseline data and reviewing individual education plans. • Reviewing outcomes set and monitoring intervention targets. • Outcomes from reviews should begin another assess, plan do review cycle where appropriate.

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<p>SEND Support Functioning/Attainment: Moderate Needs</p> <p>Young people are likely to be working persistently well below age-related expectations in literacy and despite access to appropriate interventions. Standardised assessment scores will be between 50 and 70 (below the 2nd centile) in their area of need and on measures of cognitive processing and fluency. Difficulties with literacy are significantly impacting on access to other areas of the curriculum. There are clear inconsistencies in their profile/strengths and weaknesses.</p>	<p>What we offer: As for below AREs, plus having followed specialist teacher advice consistently and where limited progress is made, request further individual pupil support via the school’s linked specialist teacher. This may involve:</p> <ul style="list-style-type: none"> • Observation and assessment of specific learning needs to establish the pupil’s profile and plan provision (summary report provided as appropriate). This will include support to develop My Support Plan or school equivalent. • Support and modelling to develop appropriate intervention and classroom support. • Advice and coaching on how best to use assistive technology to support pupil needs. • Coaching session for the classroom teacher on how to adjust the learning environment to meet pupil needs. • More specialist relevant training through on-demand training or SEND Specialist Support offer: How to use and interpret the G&L Dyslexia Portfolio; The Multi-Sensory Literacy (MSL) Course.
	<p>Levels and how your pupil might present: Pupils’ performance on standardised tests of spelling and reading accuracy will be well below average, less than SS70. Pupils will demonstrate a marked lack of reading and spelling accuracy and fluency. They are likely to have significant cognitive processing difficulties in the areas of phonological awareness, verbal short-term memory and processing speed. They will need adjustments to access all literacy-based tasks and support for their memory and processing difficulties. Pupils are likely to be aware of their difficulties and therefore will benefit from targeted support to maintain and promote their self-esteem.</p>
	<p>Assess/Plan- to identify need and plan provision, school should: As in Below ARE plus:</p> <ul style="list-style-type: none"> • Carry out a more in-depth dyslexia screener such as the GL Dyslexia Portfolio in the first instance. • Incorporate outcomes recommended by SCIL specialist teacher for Learning Support into a My Support Plan or school equivalent. • Plan time for key staff to work alongside SCIL specialist teacher to develop provision as part of the SEND Specialist Support offer.
	<p>Do – the type of provision school should put in place: As in Below ARE plus:</p> <ul style="list-style-type: none"> • Additional classroom support and intervention should equate to at least 16hrs per week – this will include classroom adjustments to access all literacy-based tasks, including access to and training to use assistive technology (this is likely to become the pupil’s normal way of working), time to prepare bespoke resources and small group and 1:1 intervention, as appropriate. • Interventions should be more bespoke, i.e., designed to address pupils’ specific profile of needs, as recommended by the specialist teacher or SENCO, and consistently delivered by an appropriately trained member of staff. • Regular, targeted support for self-esteem in relation to their ability to succeed as learners, including planned opportunities for metacognitive discussions and taking a strengths-based approach.
	<p>Review – the school should review and monitor progress by:</p> <ul style="list-style-type: none"> • Implement regular review cycles following the My Support Plan or School equivalent framework. • Intervention and classroom adjustments will need to be regularly reviewed and adapted to ensure continued progress. • Termly review of provision and progress.

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<p>EHCP Functioning/Attainment: Severe Needs</p> <p>Young people will be working persistently within Pre-Key stage levels for literacy and/or numeracy despite access to intensive, regular evidence-based interventions. Post-16 students will be, working persistently towards Entry Level in Literacy / Numeracy / Functional skills/ equivalent despite access to intensive, regular evidence-based interventions. Standardised assessment scores will be between 35 - 50</p>	<p>What we offer: As for SEND Support, and where quality first provision is in place in the classroom and appropriate intervention is delivered consistently by appropriately trained staff and progress is not being made, schools can access a higher level of individualised support via their SCIL link teacher as part of the SEND Specialist Support offer. Further support may involve:</p> <ul style="list-style-type: none"> • Observation and assessment of specific learning needs to establish a pupil profile and plan provision (report outlining assessment findings and identified needs, as appropriate). • Bespoke training and modelling to develop appropriate intervention and classroom support, including use of assistive technology. • Direct support from a specialist practitioner, where appropriate.
	<p>Levels and how your pupil might present: Pupils’ performance on standardised tests of spelling and reading accuracy will be well below average, less than SS50. Pupils will demonstrate a marked lack of reading and spelling accuracy and fluency. Pupils will not have achieved functional levels of literacy. They are likely to have severe cognitive processing difficulties in the areas of phonological awareness, verbal short-term memory and processing speed. They will need adjustments to access all literacy-based tasks and support for their memory and processing difficulties. Pupils’ severe difficulties will have persisted despite quality intervention which has been consistently delivered. Pupils are very likely to be aware of their difficulties and may have experienced repeated failure. They will require planned and regular targeted support, as part of their bespoke programme, to maintain and promote their self-esteem.</p>
	<p>Assess/Plan – to identify need and plan provision, school should:</p> <ul style="list-style-type: none"> • Detail classroom strategies, adjustments required and bespoke intervention in the EHCP. Where appropriate this should incorporate advice and recommendations based on assessment findings by the SCIL Specialist Teacher. • Plan time for key members of school staff to work alongside SCIL specialist teacher and/or specialist practitioners to develop provision as part of the SEND Specialist Support offer or individual pupil support.
	<p>Do – the type of provision school should put in place: As in SEND Support, plus:</p> <ul style="list-style-type: none"> • Additional classroom support and intervention should equate to at least 19hrs per week – this will include classroom adjustments to access all literacy-based tasks including access to and training to use assistive technology (this is likely to become the pupil’s normal way of working), time to prepare bespoke resources and small group and 1:1 intervention, as appropriate. Recommendations by Specialists Teachers should be in place as standard and reflect the pupils’ normal way of working • Interventions should be bespoke, cumulative and multi-sensory. They should be delivered by staff who have received specific training and ideally supported by link specialist teachers through the SEND Specialist Support offer. • Regular targeted support, with a trained member of staff, for self-esteem in relation to their ability to succeed as learners, including planned opportunities for reflection on progress, metacognitive discussions and taking a strengths-based approach.
	<p>Review– the school should review and monitor progress by:</p> <ul style="list-style-type: none"> • Annual Review process and termly review of provision and progress. • Intervention and classroom adjustments will need to be regularly reviewed and adapted to ensure continued progress.