



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><b>Below Age-Related Expectations (AREs) Functioning/Attainment: Mild Needs</b></p> <p>Young people are likely to be working persistently below age-related expectations in literacy, <b>with standard scores below 85</b> in this area, despite access to appropriate educational opportunities. There may be inconsistencies in their profile of strengths and weaknesses</p>	<p><b>What we offer (Tier 1 Support):</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SEND Specialist Support Offer</a> - specialist teacher link working with school to develop provision for pupils with SEND, this can include provision for pupils with SpLD.</li> <li>• Specialist teacher advice via the school's link specialist teacher.</li> <li>• Training on literacy difficulties and literacy-based interventions through our <a href="#">on-demand training</a> or <a href="#">SEND Specialist Support</a> offer: Dyslexia Awareness and Dyslexia Friendly Classrooms Workshops; Alphabet Arc; 20:20 Reading Intervention; Precision Teaching of High Frequency Words.</li> </ul>
	<p><b>Levels and how your pupil might present:</b></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><b>Assess/Plan – to identify need and plan provision, school should:</b></p> <ul style="list-style-type: none"> <li>• Complete the relevant sections of the <a href="#">Learning Support Baseline Assessment</a> , i.e. basic literacy skills and phonological awareness.</li> <li>• Carry out a dyslexia screener (e.g. GL Assessment-Dyslexia Screener, Lucid Rapid Dyslexia Screening, IDL Literacy Screener, Nessy Dyslexia Quest Screener).</li> <li>• Access advice and support via the school's link specialist teacher.</li> <li>• Create individual pupil profiles/individual education plans in line with school SEND policies.</li> </ul>
	<p><b>Do – the type of provision school should put in place:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Specialist teacher recommendations. These will focus on developing reading and/or writing skills and classroom adjustments to remove barriers to learning.</li> <li>• Dyslexia-friendly strategies and interventions, inc. some access to assistive technology. The <a href="#">Baseline Toolkit</a> can support this.</li> </ul>
	<p><b>Review – the school should review and monitor progress by:</b></p> <ul style="list-style-type: none"> <li>• Measuring progress using baseline data and reviewing individual education plans</li> <li>• Reviewing outcomes and monitoring intervention targets</li> <li>• Using review outcomes to begin another Assess–Plan–Do–Review cycle where appropriate.</li> </ul>

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<p><b>SEND Support</b> <b>Functioning/Attainment: Moderate Needs</b></p> <p>Young people are likely to be working persistently well below age-related expectations in literacy, despite access to appropriate interventions. <b>Standardised assessment scores will typically fall between 50 and 70 (below the 2nd centile)</b> in their area of need and on measures of cognitive processing and fluency. Difficulties with literacy are significantly impacting access to other areas of the curriculum. There are clear inconsistencies in their profile of strengths and weaknesses.</p>	<p><b>What we offer (Tier 1, 2 and 3 Support):</b> As for pupils working below AREs, plus <b>where specialist teacher advice has been followed consistently and limited progress is evident, schools should consider requesting further individual pupil support</b> via the school's linked specialist teacher. This may involve:</p> <ul style="list-style-type: none"> <li>• Observation and assessment of specific learning needs to establish the pupil's profile and plan provision (a summary report will be provided as appropriate). This will include support to develop a My Support Plan or the school's equivalent.</li> <li>• Support and modelling to develop appropriate intervention strategies and classroom support.</li> <li>• Advice and coaching on the effective use of assistive technology to support pupil needs.</li> <li>• A coaching session for the classroom teacher on how to adjust the learning environment to meet the pupil's needs</li> <li>• Access to more specialist, relevant training through our <a href="#">on-demand training</a> or <a href="#">SEND Specialist Support</a>, e.g. How to Use and Interpret the G&amp;L Dyslexia Portfolio, <a href="#">30-30 Multi-Sensory Literacy</a>.</li> </ul>
	<p><b>Levels and how your pupil might present:</b> Pupils' performance on standardised tests of spelling and reading accuracy will be well below average, typically with a standard score (SS) of less than 70. They will demonstrate a marked lack of accuracy and fluency in both reading and spelling. These pupils are likely to experience significant cognitive processing difficulties, particularly in the areas of phonological awareness, verbal short-term memory and processing speed. They will require adjustments to access all literacy-based tasks, along with targeted support for their memory and processing difficulties. Pupils are likely to be aware of their challenges and will therefore benefit from targeted support to maintain and promote their self-esteem.</p>
	<p><b>Assess/Plan- to identify need and plan provision, school should:</b> As in Below ARE plus:</p> <ul style="list-style-type: none"> <li>• Carry out a more in-depth dyslexia screener, such as the GL Dyslexia Portfolio, in the first instance.</li> <li>• Incorporate outcomes and recommendations from the SCIL specialist teacher into a My Support Plan or the school's equivalent.</li> <li>• Plan time for key staff to work alongside the SCIL specialist teacher to develop provision as part of the SEND Specialist Support Offer</li> </ul>
	<p><b>Do – the type of provision school should put in place:</b> As in Below ARE plus:</p> <ul style="list-style-type: none"> <li>• Additional classroom support and intervention should equate to at least 16 hrs per week – this will include classroom adjustments to enable access to literacy-based tasks, including access to and training in the use of assistive technology (this is likely to become the pupil's normal way of working), time to prepare bespoke resources and small group or 1:1 intervention, as appropriate.</li> <li>• Interventions should be more bespoke, i.e., designed to address the pupil's specific profile of needs, as recommended by the specialist teacher or SENCO, and consistently delivered by an appropriately trained member of staff.</li> <li>• Regular, targeted support for self-esteem in relation to their ability to succeed as learners, including planned opportunities for metacognitive discussions and a strengths-based approach.</li> </ul> <p><b>Review – the school should review and monitor progress by:</b></p> <ul style="list-style-type: none"> <li>• Implement regular review cycles following the My Support Plan or School equivalent framework.</li> <li>• Intervention and classroom adjustments will need to be regularly reviewed and adapted to ensure continued progress.</li> </ul>

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<p><b>EHCP</b> <b>Functioning/Attainment: Severe Needs</b></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.</p> <p>Post-16 students will be working persistently towards Entry Level in Literacy, Numeracy, Functional Skills, or equivalent, despite access to intensive, regular, evidence-based interventions.</p> <p><b>Standardised assessment scores will typically fall between 35 and 50.</b></p>	<p><b>What we offer (Tier 1, 2 and 3 Support):</b></p> <p>As for SEND Support, where quality first provision is in place in the classroom and appropriate intervention is delivered consistently by appropriately trained staff, but 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"> <li>• Observation and assessment of specific learning needs to establish a pupil profile and plan provision (a report outlining assessment findings and identified needs will be provided, as appropriate).</li> <li>• Bespoke training and modelling to develop appropriate intervention and classroom support, inc. the use of assistive technology.</li> <li>• Direct support from a specialist practitioner, where appropriate.</li> </ul>
	<p><b>Levels and how your pupil might present:</b></p> <p>Pupils' performance on standardised tests of spelling and reading accuracy will be well below average, typically with a standard score (SS) of less than 50. Pupils will demonstrate a marked lack of reading and spelling accuracy and fluency and 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, along with support for their memory and processing difficulties. These severe difficulties will have persisted despite quality intervention that 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><b>Assess/Plan – to identify need and plan provision, school should:</b></p> <ul style="list-style-type: none"> <li>• Detail classroom strategies, required adjustments, and bespoke intervention in the EHCP. Where appropriate, this should incorporate advice and recommendations based on assessment findings from the SCIL Specialist Teacher.</li> <li>• Plan time for key members of school staff to work alongside the SCIL Specialist Teacher and/or specialist practitioners to develop provision as part of the SEND Specialist Support Offer or individual pupil support.</li> </ul>
	<p><b>Do – the type of provision school should put in place:</b></p> <p>As in SEND Support, plus:</p> <ul style="list-style-type: none"> <li>• Additional classroom support and intervention should equate to at least 19hrs per week – this will include classroom adjustments to enable access to literacy-based tasks, including access to and training in the use of assistive technology (this is likely to become the pupil's normal way of working), time to prepare bespoke resources, and small group or 1:1 intervention, as appropriate. Recommendations by specialist teachers should be in place as standard and reflect the pupil's normal way of working.</li> <li>• 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 <a href="#">SEND Specialist Support</a> Offer.</li> <li>• Regular, targeted support provided by a trained member of staff should aim to develop pupils' self-efficacy and self-esteem, encouraging a positive mindset and confidence in their learning potential. Pupils should be given planned opportunities to reflect on their progress, engage in metacognitive dialogue, and benefit from a strengths-based approach.</li> </ul>
	<p><b>Review– the school should review and monitor progress by:</b></p> <ul style="list-style-type: none"> <li>• Provision and progress should be reviewed through the Annual Review and termly cycles.</li> <li>• Interventions and classroom strategies must be regularly reviewed and adapted to ensure continued impact.</li> </ul>