

Cognition and Learning

Moderate Learning Difficulties

Universal Descriptor Wave 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>A student may present with:</p> <p>Slow progress across all areas of learning</p> <p>Global immaturities</p> <p>Delayed speech and language</p> <p>Poor gross and fine motor skills</p> <p>Lack of concentration</p> <p>Short term memory difficulties</p> <p>Behaviour problems</p> <p>Work avoidant</p> <p>Unable to follow simple instructions and routines</p> <p>Disorganised</p> <p>Lack of resilience</p> <p>Immature relationships with their peers</p>	<p>Class Teacher or Key Worker identifies a significantly slower pace of learning and understanding, regardless of age</p> <p>Scrutiny of assessment and data used within school shows no or negative progress</p> <p>Class/Key Teacher shares concerns with parents and/or carers</p> <p>Class/Key Teacher shares concerns with SENDCo</p> <p>Pupil progress meetings</p> <p>Home/school discussion opportunities to discuss any concerns</p>	<p>Quality First Teaching with a specific consideration for children with moderate learning difficulties/developmental delay profile. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.</p> <p>Curriculum and Teaching Methods: Staff should implement:</p> <ul style="list-style-type: none"> • Differentiated learning with appropriate learning objectives • A slower pace of learning • Clear instructions • Pre-learning opportunities • Opportunities for over learning • Practical and experiential learning opportunities • Short focused learning tasks paced appropriately • Scaffold learning activities • Shared peer learning • Mixed ability learning opportunities • Maximum use of ICT • Curriculum focused on life skills • Immediate feedback to facilitate further learning • Learning stops (a pause to allow for movement and processing of new learning) • Differentiated questioning and targets simplified by level/pace/amount of teacher talk • Opportunity to work on 1:1 learning with the class teacher • Variety of visual, auditory and kinaesthetic approaches • Provide a homework menu which allows participation in all areas of the curriculum i.e. art 	<p>Additional advice and support is available from:</p> <ul style="list-style-type: none"> • Learning Support Service Specialist Teachers - access for informal advice if required

Organisational Adjustments:

Grouping

Opportunities for mixed ability learning groups
Small focused learning groups
Differentiated guided reading and literacy groups for specific objective learning

Timetable

Now and Then timetable
Visual timetable
Personalised timetable

Staffing

Teacher time
Support staff time

Specialist resources and intervention strategies:

- Wide variety of resources appropriate to the task
- Interest boxes specific to pupil for downtime
- Specialist equipment specific to the pupil's learning need i.e. sloping board, coloured paper, pencil grips etc.

Identify any **specific training** needs for staff

Transitions: thorough and timely preparations made for transition, both between year groups and between settings

Targeted Descriptor Wave 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>A student may present with:</p> <p>Slow progress across all areas learning</p> <p>Global immaturities</p> <p>Delayed speech and language</p> <p>Poor gross and fine motor skills</p> <p>Lack of concentration</p> <p>Short term memory difficulties</p> <p>Behaviour problems</p> <p>Work avoidant</p> <p>Unable to follow simple instructions and routines</p> <p>Disorganised</p> <p>Lack of resilience</p> <p>Immature relationships with their peers</p>	<p>Specific planning showing independent learning, small group learning and 1:1 learning opportunities</p> <p>Individual bespoke Individual Education Plan/Multi Element Plan produced in collaboration with parent and/or carer</p> <p>Class/Key Teacher identifies a number of specific skills for a learning programme focusing on a particular area of learning i.e. literacy</p> <p>Scrutiny of assessment and data used within school shows no or negative progress</p> <p>Class/Key Teacher shares concerns with parents and/or carers</p>	<p>Quality First Teaching with a specific consideration for children with moderate learning difficulties/developmental delay profile. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.</p> <p>Curriculum and Teaching Methods: Staff should implement:</p> <ul style="list-style-type: none"> • Appropriate differentiation • Opportunity for multisensory learning • Pre and post teaching • Overlearning opportunities • Cross referencing the learning over curriculum areas • Practical learning in context • Provide a homework menu which allows participation in all areas of the curriculum i.e. art <p><u>Organisational Adjustments:</u> Grouping Opportunities for mixed ability learning groups Small focused learning groups Differentiated guided reading and literacy groups for specific objective led learning</p> <p>Timetable Now and Then timetable Visual timetable Personalised timetable</p> <p>Staffing Teacher time Support staff time dependent on the task</p>	<p>Additional advice and support is available from:</p> <ul style="list-style-type: none"> • Learning Support Service Specialist Teachers - access for informal/formal advice recommended

	<p>Class Teacher shares concerns with SENDCo</p> <p>SENDCo to observe and check differentiation is appropriate</p> <p>Pupil progress meetings</p> <p>Home/school discussion opportunities to discuss any concerns and to celebrate success</p>	<p>Specialist resources and intervention strategies:</p> <ul style="list-style-type: none"> • Wide variety of resources appropriate to the task • Interest boxes specific to pupil for downtime • Specialist equipment specific to the pupil's learning need i.e. sloping board, coloured paper, pencil grips etc. • Pupil passports • Access appropriate training if required e.g. around differentiation • Staff visiting lower classes to see more appropriate teaching methods being used • Relate language to kinaesthetic learning opportunities <p>Identify any specific training needs for staff</p> <p>Transitions: thorough and timely preparations made for transition, both between year groups and between settings</p>	
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Bespoke Descriptor Wave 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>A student may present with:</p> <p>Slow progress across all areas of learning</p> <p>Global immaturities</p> <p>Delayed speech and language</p> <p>Poor gross and fine motor skills</p> <p>Lack of concentration</p> <p>Short term memory difficulties</p> <p>Behaviour problems</p> <p>Work avoidant</p> <p>Unable to follow simple instructions and routines</p> <p>Disorganised</p> <p>Lack of resilience</p> <p>Immature relationships with their peers</p> <p>Persistent difficulties despite intervention</p>	<p>Use of PIVATs for tracking small steps of progress and target setting</p> <p>Entry and exit data for bespoke one to one and small group intervention</p> <p>Referral to Educational Psychology Service for cognitive assessment</p> <p>Regular review of bespoke Individual Education Plan and Multi Element Plan targets</p> <p>Capture views in the creation of a one page Pupil Profile to include pupil and parent perspective</p> <p>Possible discussion around future educational provision with parents</p>	<p>Quality First Teaching with a specific consideration for children with moderate learning difficulties/developmental delay profile. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.</p> <p>Curriculum and Teaching Methods: Staff should implement:</p> <ul style="list-style-type: none"> • Highly personalised curriculum • Constant over-learning in all areas • Tasks broken down into very small chunks • More challenging tasks are followed by an easier one to build confidence and motivate • Simple instructions • Multi-sensory approach • Life skills needed <p><u>Organisational Adjustments:</u></p> <p>Grouping</p> <ul style="list-style-type: none"> • Highly skilled and trained staff • Higher level of pupil to adult ratio • Building independence <p>Timetable Personalised timetable</p> <p>Staffing Teacher time Support staff time dependent on the task</p>	<p>Additional specialist support should be sought from:</p> <p>Consultancy / advice and guidance from specialist teachers, such as those from Learning Support Service. This might include the setting, monitoring and reviewing of a bespoke Learning Support Programme (LSP)</p> <p>Educational Psychology Service</p>

Specialist resources and intervention strategies:

- Involvement of Specialist/s to identify difficulties and suggest strategies to support
- Practical materials which clearly demonstrate the relative value of number
- Use of ICT to support
- Bespoke programme

A **monitoring system** should be in place to assess the pupil's needs, plan and identify outcomes, implement support and monitor and evaluate progress, for example an Individual Education Plan, Multi Element Plan, SEN Support Plan or One Page Profile.

Regular, i.e. at least termly, **planned reviews** including the parent and pupil should take place

Identify any **specific training** needs for staff

Transitions: thorough and timely preparations made for transition, both between year groups and between settings

For further information:

Learning Support Service

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Educational Psychology Service

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