

KCC SEN Core Standards Specific Learning Difficulties

Specific Learning Difficulties-affecting one or more aspects of learning: reading, spelling, writing, handwriting, arithmetic, mathematical reasoning, memory which significantly impacts their ability to learn or demonstrate their learning. Dyslexia, Dyspraxia, Dyscalculia

Dyslexia Friendly Font

Helvetica Courier Arial Verdana Comic Sans

Font Size 12-14

Use bold rather than italics or underlining.

Working in partnership with parents

Children, young people and their families are the experts on the impact of their condition or disability. They often already know what helps when they're in school (and what doesn't) and will be able to share with you what helps when at home or out and about. Collaborative working with children, young people and their families is the starting point when planning, implementing and reviewing SEND provision.

Our responsibility for meeting children's needs

Provision is put in place in response to current presenting, underlying or emerging need and is **not** dependent on a child or young person receiving a formal diagnosis of a specific condition or disability.

Whole School Approaches

Whole school approaches

Differentiation for children and young people with these needs ensures the development of literacy, numeracy, expressive language and communication skills.

The curriculum is delivered at a level appropriate for the learners' age and stage of development i.e. learners who are attaining at a level significantly behind their peers are taught a curriculum that is adapted and suited to their age and areas of interest.

Arrangements to support the use and delivery of approaches and resources for students with specific learning difficulties.

ICT is used to support learning.

TAs are trained and skilled in supporting children and young people with general and specific learning difficulties.

Difficulty with some or more of the following

- Auditory processing
- Phonological awareness-segmenting & blending phonemes
- Decoding words
- Difficulties with learning phonics beyond the simple alphabet code.
- Reading-inaccurate or slow.
- Visual processing.
- Poor word recognition skills
- Writing-requires more effort
- Frequent & inconsistent spelling errors.
- Handwriting & formatting on the page.
- Copying from a worksheet, screen or board

- Acquisition & retention of mathematical concepts e.g. place value
- Remembering number facts & inability to use efficient calculation strategies to solve number problems. E.g. counting on fingers
- Mathematical reasoning
- Working memory
- Avoidant or disruptive behaviour when engaging with area of difficulty.
- Variation in performance day by day.
- Poor organisation skills
- Anxiety when asked to read out loud.
- Poor written expression with a limited quantity of writing when compared to verbal expression.

What can help

- Acknowledge and encourage good oral contributions whenever possible.
- Metacognition approaches-learning to learn by trying to understand the learner's difficulty & asking them what helps.
- Use strategies & approaches recommended in advice from assessments & consultation.
- Evidence-based interventions to develop skills.
- Make simple adaptations e.g. font, line spacing, coloured paper, lighting.
- Encourage learner to celebrate their strengths & achievements in all areas of life.

Reading

- Allow extra time to read & absorb information.
- Avoid asking the child to read in front of the class unless they want to.
- Teach strategies to help track words on the page.

Spelling

- Mark written work on content rather than spelling.
- Highlight/tick correct parts of the word rather than errors.
- Provide high frequency word/topic word lists.
- Use in built accessibility features of tablets, phones or laptops eg speech function
- Use dyslexia friendly software-clicker
- Use colour to highlight spelling patterns.

Writing

- Reduce written homework requirements
- Substitute an alternative task for spelling test.
- Allow & encourage alternative methods other than handwriting when recording work.
- Use a scribe or voice recording for some tasks.
- Teach touch-typing.
- Encourage & support word processing for written work where possible.
- Check suitability of chair/desk posture & paper placement.
- Provide with left/right handed pens/pencils as appropriate.

Working Memory

- Chunk instructions one step at a time, checking understanding throughout the task.
- Allow extra time for the pupil to write down written instructions or give assistance.
- Provide and teach how to use working walls, word maps, lists, checklists, task boards, templates and story boards-as appropriate.
- Provide opportunities for repetition & over learning.
- Support pupils to copy from the board, allowing extra time or provide a personal copy.
- Aim to provide check in support rather than have constant attention.
- Give homework tasks and important instructions in pictorial or written form.
- Encourage use of different coloured pens to highlight work & provide markers.

Mathematics

- **Use manipulatives such as Numicon**
- **Talk through number concepts out loud, communicating thinking in a verbal, disgrammatic and written form.**
- **Use number games.**
- **Use of visual programmes such as number shark to target gaps in learning.**
- **Follow a structured approach to build understanding of concepts.**
- **Acknowledge and encourage good oral contributions whenever possible.**
- **Metacognition approaches-learning to learn by trying to understand the learner's difficulty & asking them what helps.**
- **Use strategies & approaches recommended in advice & from assessments.**
- **Evidence-based interventions to develop skills.**
- **Make simple adaptations: font, coloured paper, markers.**
- **Encourage learner to celebrate their successes and achievements in maths and all aspects of life.**

Let us become aware of neuro-diversity & celebrate our differences. Focus on our strengths and put strategies in place to support our learning, social and emotional challenges.