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| Cognition and Learning **Moderate Learning Difficulties** | | | |
| **Universal Descriptor**  **Wave 1** | **Identification and Assessment** | **Teaching and Learning**  **Strategies, Resources and Physical Environment** | |
| **A student may present with:**  Slow progress across all areas of learning  Global immaturities  Delayed speech and language  Poor gross and fine motor skills  Lack of concentration  Short term memory difficulties  Behaviour problems  Work avoidant  Unable to follow simple instructions and routines  Disorganised  Lack of resilience  Immature relationships with their peers | Class Teacher or Key Worker identifies a significantly slower pace of learning and understanding, regardless of age  Scrutiny of assessment and data used within school shows no or negative progress  Class/Key Teacher shares concerns with parents and/or carers  Class/Key Teacher shares concerns with SENDCo  Pupil progress meetings  Home/school discussion opportunities to discuss any concerns | **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.  **Curriculum and Teaching Methods:**  Staff should implement:   * 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   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.   Identifyany **specific training** needs for staff  **Transitions:** thorough and timely preparations made for transition, both between year groups and between settings | **Additional advice and support is available from:**   * Learning Support Service Specialist Teachers - access for informal advice if required   . |

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| **Targeted Descriptor**  **Wave 2** | **Identification and Assessment** | **Teaching and Learning**  **Strategies, Resources and Physical Environment** | |
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| **Bespoke Descriptor**  **Wave 3** | **Identification and Assessment** | **Teaching and Learning**  **Strategies, Resources and Physical Environment** | |
| **A student may present with:**  Slow progress across all areas of learning  Global immaturities  Delayed speech and language  Poor gross and fine motor skills  Lack of concentration  Short term memory difficulties  Behaviour problems  Work avoidant    Unable to follow simple instructions and routines  Disorganised  Lack of resilience  Immature relationships with their peers  Persistent difficulties despite intervention | Use of PIVATs for tracking small steps of progress and target setting  Entry and exit data for bespoke one to one and small group intervention  Referral to Educational Psychology Service for cognitive assessment  Regular review of bespoke Individual Education Plan and Multi Element Plan targets  Capture views in the creation of a one page Pupil Profile to include pupil and parent perspective  Possible discussion around future educational provision with parents | **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.  **Curriculum and Teaching Methods:**  Staff should implement:   * 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   Organisational Adjustments:  **Grouping**   * Highly skilled and trained staff * Higher level of pupil to adult ratio * Building independence   **Timetable**  Personalised timetable  **Staffing**  Teacher time  Support staff time dependent on the task  **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**  Service Leader: Learning Support Service  [helen-lss.bacon@rotherham.gov.uk](mailto:helen-lss.bacon@rotherham.gov.uk)  **Educational Psychology Service**  Principal Educational Psychologists [Rachel.Amos@rotherham.gov.uk](mailto:Rachel.Amos@rotherham.gov.uk) [Carol.Taylor2@rotherham.gov.uk](mailto:Carol.Taylor2@rotherham.gov.uk) | **Additional specialist support should be sought from:**  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)  Educational Psychology Service |