

**Specific Learning Difficulties including Dyslexia (literacy), Dyscalculia (numeracy) and Dyspraxia (motor) Provision at St John's**

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<ul style="list-style-type: none"> <li>• In addition, recognised individual reading, spelling, numeracy test</li> <li>• A recognised assessment of the underlying cognitive skills (e.g. speed of processing, working memory, phonological awareness)</li> <li>• Alternative methods of assessment such as miscue analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are skilled and able to develop the awareness of all specific learning difficulties (SpLD) and support pupils accordingly</li> <li>• Teaching Assistants (TAs) are trained in meeting the needs of pupils with SpLD and the use of multi-sensory teaching approaches</li> <li>• Pupils will have access to individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets</li> <li>• The school has arrangements to support the use of appropriate approaches/materials to include the use of multi-sensory teaching strategies, such as a focus on phonological awareness</li> <li>• Pupils may have access to an adult who can provide regular support to:               <ul style="list-style-type: none"> <li>• Develop attention and listening skills</li> <li>• Support group work linked to learning areas</li> <li>• Support practical work with concrete/visual materials to establish concepts and skills</li> <li>• Support over-learning and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All teachers will be aware of the implications and impact of specific learning difficulties on the way a pupil learns. Teachers adapt curriculum planning and delivery to accommodate to the pupil's preferred way of learning</li> <li>• Pupils will have access to teaching and learning which will be multi-sensory, well-structured with opportunities for repetition and consolidation of skills</li> <li>• Strategies and support materials to help compensate for weak working memory</li> <li>• Support/strategies/interventions (as required) to ensure:               <ul style="list-style-type: none"> <li>• a structured approach to teaching reading;</li> <li>• a structured approach to teaching spelling ;</li> <li>• acknowledgement of a variety of learning styles within a lesson;</li> <li>• the use of multi-sensory teaching strategies including visual structure;</li> </ul> </li> <li>• the employment of various methods of recording encouraged e.g. mind</li> </ul>

	<p>revision to support pupils who have difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills</p> <ul style="list-style-type: none"><li>• Activities to develop fluent handwriting using a structured programme and addressing underlying fine motor skills and/or opportunities to develop word-processing skills</li></ul>	<p>mapping</p> <ul style="list-style-type: none"><li>• that the pupil's strengths as well as difficulties are known to all those working with him/her</li></ul>
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