

**Specific Learning Difficulties Specialist Teacher Outreach Service - Summary of tiers in relation to SpLD outreach support**

<p><b>Tier 1 Learner SpLD profile</b> The learner is <b>working below age related expectations</b> in specific curriculum areas and <b>progress is limited</b> in specific areas of learning and development. <b>At the lower end of the average range for attainment</b> with some difficulties relating to SpLD using Herts SpLD Outreach assessments or similar <b>Low level difficulties in the acquisition/use of reading, spelling, writing, handwriting and numeracy skills.</b> Difficulties with pace of curriculum delivery.</p>	<p><b>Universal access</b></p> <ul style="list-style-type: none"> <li>➤ SpLD baseline assessments to support the assess - plan - do - review cycle in schools.</li> <li>➤ Access to resources via resource centres.</li> <li>➤ Telephone consultation for general SpLD advice.</li> <li>➤ Accredited training for school staff in partnership with external agencies.</li> <li>➤ Information leaflets and FAQs provided to support parents of pupils with SpLDs.</li> </ul>
<p><b>Tier 2 learner SpLD Profile</b> <b>Persistent</b> difficulties in the acquisition / use of literacy / numeracy skills and there is evidence of an <b>increasing gap</b> between their performance and age related expectations. <b>Progress is slow</b> and ongoing tailored additional support is required to ensure progress and/or access to the curriculum. <b>Below average range</b> for attainment and <b>evidence of ongoing difficulties relating to SpLD</b> using Herts SpLD Outreach assessments or similar. There may be co-occurring difficulties e.g. independence and organisation.</p>	<p><b>Service request for named, issues focused short consultation - SpLD Outreach support may include:</b></p> <ul style="list-style-type: none"> <li>➤ Targeted advice to signpost or interpret assessments and results, resources and training to support the development of classroom strategies and targeted intervention.</li> <li>➤ Advice re evidence based interventions and approaches and assistive technology.</li> <li>➤ Core training with up to date, evidence or research based programmes e.g. FFT W3, Numicon Breaking Barriers, SpLD maths intervention, SpLD reading / spelling interventions.</li> <li>➤ Information and advice for parents re supporting learners with specific difficulties.</li> </ul>
<p><b>Tier 3 Learner SpLD Profile</b> <b>Progress is very limited</b>, despite evidence of appropriate and sustained T2 support in school following SpLD Specialist Teacher advice. The learner is operating at a level <b>well below age related expectations</b> and there is evidence of an <b>increasing gap</b> between them and their peers and s/he may be showing signs of frustration or loss of self-esteem. <b>Well below average range</b> (SS 70 - 79) for skills such as working memory, phonological skills, processing speed or indicated by other relevant assessments. <b>Significant and persistent difficulties</b> in the acquisition of literacy / numeracy skills. Possibly some complexity of other needs. Significant difficulties with organisational skills and independent learning may be present.</p>	<p><b>Service Request for named, personalised assessment and advice (time limited, up to one year max.)- SpLD Outreach support may include:</b></p> <ul style="list-style-type: none"> <li>➤ The specialist teacher undertakes further assessments to identify strengths and difficulties, seeks views of learner and family and takes account of other relevant external reports.</li> <li>➤ Tailored advice / report enables school to understand difficulties and take effective action through personalised time-limited intervention programme and/or inclusive teaching strategies.</li> <li>➤ Advice for parents enables support at home.</li> <li>➤ Exemplar teaching and modelling of interventions, resources, strategies and assistive technologies.</li> <li>➤ CPD from specialist staff ensures that mainstream staff have understanding of SpLD related to learner.</li> <li>➤ Specialist teacher supports school in reviewing progress against targets set and tailoring support.</li> <li>➤ Final report with clear next steps for school.</li> </ul>
<p><b>Tier 4 Learner SpLD Profile</b> Learner may have an EHC which indicates specific learning difficulties. The learner will <b>experience significant, complex persistent and enduring</b> specific learning difficulties. <b>Significantly below average range</b> for attainment and skills related to SpLD e.g. working memory, phonological skills, processing speed or indicated by other relevant assessments with SS below 70</p>	<p><b>Service Request for named, personalised assessment and advice (longer term) - SpLD Outreach support may include:</b></p> <ul style="list-style-type: none"> <li>➤ The specialist teacher undertakes further assessments to identify strengths and difficulties, seeks views of learner and family and takes account of other relevant external reports.</li> <li>➤ Tailored advice / report enables school to understand difficulties and take effective action through personalised intervention programme.</li> <li>➤ Advice for parents enables support at home.</li> <li>➤ Exemplar teaching and modelling of interventions, resources, strategies and assistive technologies.</li> <li>➤ CPD from specialist staff ensures that mainstream staff have understanding of SpLD related to learner.</li> <li>➤ Specialist teacher supports school in reviewing progress against targets set and tailoring support.</li> </ul>

**Specific Learning Difficulties Specialist Teacher Outreach Service - Summary of tiers in relation to school support**

<p><b>Learner SpLD Profile Tier 1</b> Working below age related expectations in specific curriculum areas and progress is limited in specific areas of learning and development. At the lower end of the average range for attainment with some difficulties relating to SpLD using Herts SpLD Outreach assessments or similar. Low level difficulties in the acquisition/use of reading, spelling, writing, handwriting and numeracy skills. Difficulties with pace of curriculum delivery.</p>	<p><b>School Provision</b></p> <ul style="list-style-type: none"> <li>➤ Some additional and/or different provision enhances the core offer.</li> <li>➤ TAs are used flexibly so that the teacher can focus on individuals and groups.</li> <li>➤ Time limited, proven interventions are matched to pupil need and delivered by suitably trained staff.</li> <li>➤ Some use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties.</li> <li>➤ Progress in interventions is recorded and shared with teachers so that learning is transferred and focussed teaching can be planned to address any difficulties.</li> <li>➤ Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation.</li> </ul>
<p><b>Tier 2 learner SpLD Profile</b> <b>Persistent</b> difficulties in the acquisition / use of literacy / numeracy skills and there is evidence of an <b>increasing gap</b> between their performance and age related expectations. <b>Progress is slow</b> and ongoing tailored additional support is required to ensure progress and/or access to the curriculum. <b>Below average range</b> for attainment and <b>evidence of ongoing difficulties relating to SpLD</b> using Herts SpLD Outreach assessments or similar. There may be co-occurring difficulties e.g. independence and organisation.</p>	<p><b>School provision as for T1 PLUS</b></p> <ul style="list-style-type: none"> <li>➤ Some withdrawal for short periods with learning planned by the class/subject teacher and reinforced within the classroom.</li> <li>➤ On-going opportunities for 1:1 support focused on specific personalised targets with reinforcement in whole class activities to aid transfer of skills (records kept).</li> <li>➤ Routine opportunities for over learning and practice of basic skills on a daily basis.</li> <li>➤ Emphasis on automaticity, skill mastery, and generalisation of skills.</li> <li>➤ Pre tutoring is used to enable the pupil to engage with learning in the classroom.</li> <li>➤ Regular monitoring and evaluation of programmes to measure outcomes against starting points.</li> </ul>
<p><b>Tier 3 Learner SpLD Profile</b> <b>Progress is very limited</b>, despite evidence of appropriate and sustained T2 support in school following SpLD Specialist Teacher advice. The learner is operating at a level <b>well below age related expectations</b> and there is evidence of an <b>increasing gap</b> between them and their peers and s/he may be showing signs of frustration or loss of self esteem. <b>Well below average range</b> (SS 70 - 79) for skills such as working memory, phonological skills, processing speed or indicated by other relevant assessments. <b>Significant and persistent difficulties</b> in the acquisition of literacy / numeracy skills. Possibly some complexity of other needs. Significant difficulties with organisational skills and independent learning may be present.</p>	<p><b>School provision as for T1 and 2 PLUS</b></p> <ul style="list-style-type: none"> <li>➤ An individualised learning programme is developed with support from SpLD Outreach service and SENCO. This is implemented by qualified and experienced teachers and directed TA.</li> <li>➤ Frequent opportunities for small group work based on identified need.</li> <li>➤ Daily opportunities for 1:1 support focused on specific targets.</li> <li>➤ Intensive and varied opportunities are provided to develop automaticity in reading and writing skills.</li> <li>➤ Assistive technology is used to support learning where appropriate.</li> </ul>
<p><b>Tier 4 Learner SpLD Profile</b> <b>Learner may have an EHC which indicates specific learning difficulties.</b> The learner will experience <b>significant, complex persistent and enduring</b> specific learning difficulties. <b>Significantly below average range</b> for attainment and skills related to SpLD e.g. working memory, phonological skills, processing speed or indicated by other relevant assessments with SS below 70</p>	<p><b>School provision as for T1,2 and 3 PLUS</b></p> <ul style="list-style-type: none"> <li>➤ Curriculum planning reflects levels of achievement.</li> <li>➤ Substantial adaptations may be required in at least the core subjects to allow the learner to work and be assessed on programmes of study appropriate to the learner rather than the key stage.</li> <li>➤ An individualised learning programme is developed with support from SENCO and advice from education and non-education professionals as appropriate.</li> <li>➤ Qualified and experienced teachers and directed TA deliver aspects of the programme acting on advice from external specialists.</li> <li>➤ Frequent opportunities for small group work based on identified need.</li> </ul>