

# Graduated response in school for children with Moderate Learning Needs (MLN).

*(Each suggestion at each range is in addition to that available at the previous range)*

<b>Range 1</b>	Descriptor	Weaknesses in the understanding and use of language, literacy and numeracy skills. Difficulty with pace of lessons. Lower end of 'average' ability range.
	Provision	<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ Part of normal school and class assessments</li> <li>✓ Full inclusion within the curriculum through use of differentiation and group support (based on identification need e.g. listening/thinking)</li> <li>✓ Emphasis on concrete, experiential and visual supports</li> <li>✓ Main provision by class/subject teacher with advice from SENCO</li> <li>✓ Additional adults routinely used to support flexible groupings and differentiation</li> <li>✓ Differentiation by presentation, activity and/or outcome</li> <li>✓ Simplify level/pace/amount of teacher talk</li> <li>✓ Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment</li> <li>✓ Opportunities for skill reinforcement/revision</li> </ul>
<b>Range 2</b>	Descriptor	Mild, persistent difficulties in the understanding and use of language, literacy and numeracy skills. May need some adult support in some areas. Below average ability range.
	Provision	<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ SENCO may be involved in more specific assessment and observations (may seek advice from educational and non-educational professionals as appropriate)</li> <li>✓ Adults use the developmental level of language appropriate to the child in questioning and explanation</li> <li>✓ Time limited programmes of small group work based on identified need</li> <li>✓ Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored</li> <li>✓ Advice from LD/EP is reflected in targets</li> <li>✓ Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate</li> <li>✓ Programme includes differentiated and modified tasks within an inclusive curriculum</li> <li>✓ Modify level/pace/amount of teacher talk to pupils' identified if needed</li> <li>✓ Programmes to consist of small achievable steps</li> <li>✓ Pre teach concepts and vocabulary</li> <li>✓ Emphasis on using and applying and generalisation of skills</li> <li>✓ Individual targets within group programmes and/or 1:1 carefully monitored and reviewed</li> </ul>

<b>Range 3</b>	Descriptor	Moderate, persistent difficulties in the understanding and use of language, literacy and numeracy skills. Significant difficulties working independently and needs adult support. Significantly below average ability range.
	Provision	<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ SENCO takes advice from assessment by LD/EP and the involvement of educational and non-educational professionals as appropriate</li> <li>✓ Curriculum plans and progress are closely monitored by CASPA or school tracker</li> <li>✓ Targets are individualised, short term specific</li> <li>✓ Individualised programmes are incorporated into provision</li> <li>✓ Adults use the developmental level; of language appropriate to the child in questioning and explanation</li> <li>✓ Mainstream class, predominantly working on modifies curriculum tasks</li> <li>✓ Frequent opportunities for small group work based on identified need</li> <li>✓ Daily opportunities for 1:1 support focussed on specific targets</li> <li>✓ Main provision by class/subject teacher with support from SENCO and advice from educational and non-educational professional as appropriate</li> <li>✓ Additional adult under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored</li> <li>✓ Tasks and presentation increasingly individualised and modified in an inclusive curriculum</li> <li>✓ Visual clues to support auditory information at all stages of delivery</li> <li>✓ Individualised level/pace/amount of teacher talk</li> <li>✓ Ensure transfer and generalisation of skills has occurred before teaching anything new</li> <li>✓ Small step targets within group programmes and/or 1:1</li> </ul>