

Graduated response in school for children with Specific Learning Difficulties (SLD).

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

Range 1	Descriptor	Inconsistent development of language, literacy, Numeracy and motor and organisational skills. Evidence of unusual patterns in strengths and weaknesses in skills development – particularly in verbal and written abilities.
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ Part of normal school and class assessments ✓ Opportunities for small group work ✓ Dyslexia friendly school strategies ✓ Additional adult routinely used to support flexible grouping/differentiation and some 1:1
Range 2	Descriptor	Mild but persistent difficulties in the development of language, literacy, Numeracy and motor and organisational skills. An unusual learning profile showing discrepancies between ability and performance in specific skills. Self-esteem is showing to be lower than expected.
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ SENCO uses screening tools ✓ Advice from outside agencies ✓ Time limited, regular, targeted small group support ✓ 1:1 support on specific targets ✓ Specific multisensory programmes to support learning ✓ Opportunity for learning/rehearsing and revising ✓ Differentiated curriculum including alternative recording and increased use of ICT
Range 3	Descriptor	Moderate and persistent difficulties in the development of language, literacy, Numeracy and motor and organisational skills. A significant discrepancy between ability and performance in specific skills despite previous focused input. A wide variation in performance between subject areas with access to the curriculum being affected. Self-esteem is showing to be lower than expected.
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ In-depth assessments from outside agencies