**Cognition and Learning: A Graduated Response Guidance Toolkit**



**5 to 16 Years**

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**The Special Educational Needs & Disability Code of Practice: 0 – 25 Years (2015)**

In developing this guidance, consideration has been given to the principles and processes outlined in “The Special Educational Needs and Disability Code of Practice: 0 -25 Years (2015)”. This is a key document that should be used as a reference in supporting and developing provision for children and young people (CYP) identified as having a Special Educational Need or Disability (SEND).

“Class and subject teachers, supported by the senior leadership team (SLT), should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap” – ***CoP 6.17***

“It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.” – ***CoP 6.18***

“The first response to such progress should be **high quality teaching (HQT)** targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil’s response to such support can help identify their particular Needs” – ***CoP 6.19***

**Cognition & Learning (C&L)**

**Definition:**

Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. North- East Lincolnshire’s graduated approach to supporting children and young people with additional needs provides for the varying needs of all learners.

**The SEND Code of Practice 0-25 years (2015), describes Cognition & Learning as:**

**6.30** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including **moderate learning difficulties (MLD), severe learning difficulties (SLD),** where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **profound and multiple learning difficulties (PMLD),** where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

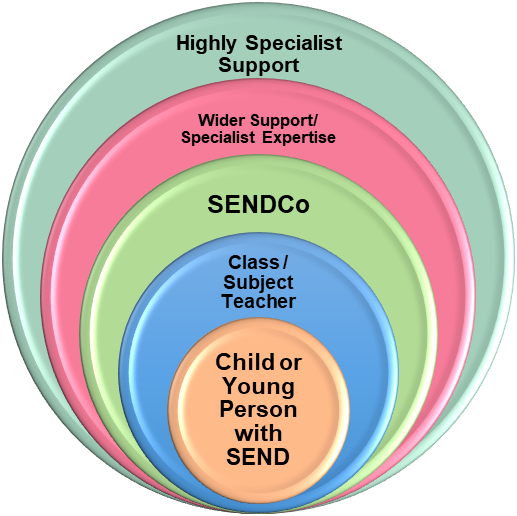
**6.31 Specific learning difficulties (SpLD),** affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**6.23** Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

**Defined Areas of Need for Cognition & Learning**

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**What is a Graduated Response?**



**Review**

**Do**

**Plan**

**Assess**

More frequent reviews

More detailed & specialist approaches

Growing understanding of what approaches secure better outcomes

Growing understanding of effective support

Growing understanding of Pupil needs

Growing understanding of what teaching approaches work

**REVISIT**

**REFINE**

**REFRESH**

**REVISE**

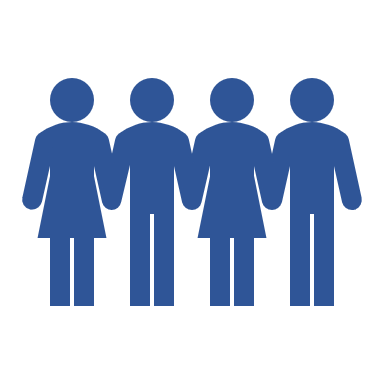
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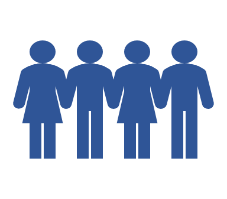
**The Graduated Response**

**Begins With A ‘Whole School Approach’ To Inclusion**

**Some Children &**

**Young People**





**Targeted Support**

**SENDCo Involved**

**Universal**

**Whole School**

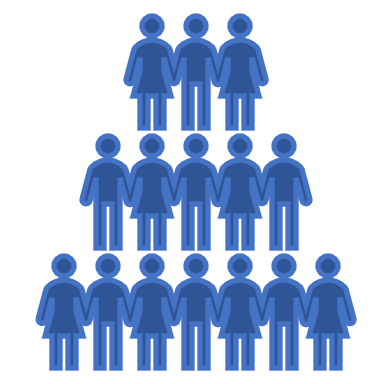
**High Quality Teaching**

**All Children &Young People**

**Universal**

**Whole School**

**High Quality Teaching**



**Targeted Support**

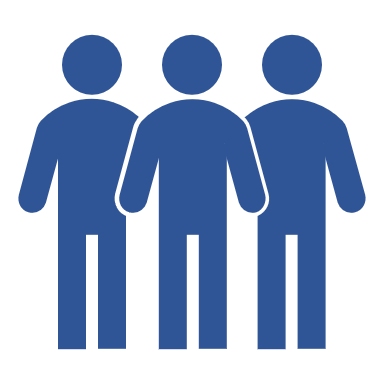
**SENDCo Involved**

**Universal**

**Whole School**

**High Quality Teaching**

**A Few Children &Young People**

****

**Very Few Children &Young People**

**Universal**

**Whole School**

**High Quality Teaching**

**Targeted Support**

**SENDCo Involved**

**Specialist Support Tier 1**

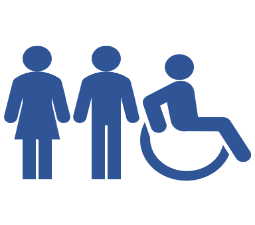
**Outside Agency Involved**

**Specialist Support Tier 2**

**Further/Additional Specialist Support**

**Specialist Support Tier 1**

**Outside Agency Involved**



**A Graduated Response Flowchart**

**YES**

**NO**

Begin Targeted Response, ensuring that parent/carer & CYP are fully involved. Place CYP on SEND register at code K. [See Targeted Response Section.](#TargetedResponse)

**Needs reduce or are maintained following APDR?**

**YES**

Continue with [Targeted support](#TargetedResponse) & consider return to [Universal support](#UniversalResponse) and the Whole School Approach

**NO**

Continue with [Targeted Response](#TargetedResponse) or consider escalation to [Specialist Tier 1 Response](#SpecialistTierOneResponse), ensuring that parent/carer & CYP are fully involved.

**Needs reduce or are maintained following APDR?**

**YES**

Continue with Specialist Tier 1 / Targeted or return to Universal support and the Whole School Approach

Begin [Specialist Tier 1 Response](#SpecialistTierOneResponse) ensuring that parent/carer & CYP are fully involved.

**Needs reduce or are maintained following APDR?**

**YES**

**NO**

Continue with [Specialist Tier 1 Response](#SpecialistTierOneResponse) or consider escalation to [Specialist Tier 2 Response](#SpecialistTierTwoResponse) & possible EHCP, ensuring that parent/carer & CYP are fully involved.

**Needs reduce or are maintained following APDR?**

Teacher identifies an emerging Cognition and Learning need. Teacher looks at other barriers to learning, **including current accurate attainment levels, hearing & vision checks**. Teacher ensures HQT is adapted to meet the needs of the CYP who is struggling to cope with the day to day challenges of school. Teacher engages with parent/carer and CYP to gather views and other pertinent information. **Have all other possible barriers to learning been explored? [See Universal Response Section](#UniversalResponse)**

**NO**

Explore potential barriers to learning **– [See Universal Response Section](#UniversalResponse)**

**YES**

Teacher ensures that they are following the whole school approach to learning and inclusion and use strategies and approaches from **[Universal Response Section.](#UniversalResponse)**

**Needs reduce or are maintained following APDR?**

**YES**

Continue with Universal support and the Whole School Approach

**NO**

Teacher raises concerns with SENDCo and consider escalation to [**Targeted Response**](#TargetedResponse) **following APDR**

Continue with Universal support and the Whole School Approach

**NO**

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**What Does High Quality, Universal Inclusive Teaching Look Like?**

In March 2020, the Educational Endowment Foundation released its guidance report on Special Educational Needs in Mainstream Schools. The report made five key recommendations which should form the benchmark for any school addressing the needs for any CYP experiencing SEND:

* Recommendation 1: Create a positive and supportive environment for all pupils, without exception.
* Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs.
* Recommendation 3: Ensure all pupils have access to high quality teaching.
* Recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions.
* Recommendation 5: Work effectively with teaching assistants.

The full report can be accessed [HERE](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1635355222) .

**Working with parents/carers and external agencies**

* Talk with CYP and their parents to develop a good understanding of CYP’s strengths and areas of difficulty. Use this information to develop knowledge and expertise around the CYP’s SEND.
* If professionals have been involved, follow advice and identify strategies that meet the CYP’s needs as part of the Assess, Plan, Do, Review cycle.
* Plan classroom support to maximise learning and support a CYP’s Cognition and Learning needs effectively.

**Build an understanding of CYP and their needs**

* Build on CYP’s strengths and areas of interest.
* Support CYP to develop meta-cognition skills as well as developing awareness of what works for them.
* Know the barriers to learning CYP have and in which areas/subjects.
* Share appropriate CYP level information with staff such as the CYP and parent/carer voice information and the APDR cycles as part of the ‘My Support Plan’.
* Use praise and rewards but be aware of possible reactions to public praise.

**Whole School Approaches**

* Schools have a duty to make appropriate ‘reasonable adjustments’ under the 2010 Equality Act. Ensure that there is a flexible yet consistent approach to supporting CYP with Cognition and Learning needs.

**Create positive and enabling environments with flexible and adapted approaches and strategies**

Staff who are able to:

* Ensure CYP feel safe and supported and are able to build positive, trusting relationships so that CYP feel valued and understood. This works best when all staff involved with the CYP work hard to develop their relationship, rather than CYP becoming over-reliant on one or two key people.
* Create a stimulating environment but not overwhelming
* A classroom where the child/young person knows where to locate resources etc
* Create accessible displays – tabletop or at eye level, use of colour, photos, images and labels written in lower case in easy-to-read font
* Display a vertical visual timetable and timers
* Set challenging targets evident and appropriate to ability not Literacy level
* Provide alternative methods of learning and use of concrete resources
* Provide age- appropriate texts/resources that have easier reading level
* Provide opportunities to use alternative methods of recording and supporting written tasks
* Provide additional resources for reading - reading rulers, coloured backgrounds or paper, use of whiteboard tools
* Provide opportunities for CYP to use ICT, to aid access to information, written recording and improve skills
* Ensure children/young people feel comfortable and able to risk take when in group and class activities
* Use flexible grouping
* Provide effective scaffolding and modelling

**Plan a relevant and ambitious curriculum**

* Plan an interleaved curriculum so that CYP revisit key knowledge and skills many times until embedded in their long-term memory.
* Map out the big concepts in a subject and identify how they develop across years and key stages. For example, constructing with a class, a concept map at the beginning of a unit of work. Sharing these ‘big ideas’ with CYP can really help CYP see where they are in their learning and where they are going.
* Show how the ‘what’, ‘why’ and ‘how’ CYP are learning, links with other work in other subjects.
* Plan engaging lessons that build on CYP’s strengths as learners.
* Use flexible groupings to support CYP with different needs.
* Identify what support is needed for CYP to access the curriculum.

**Utilising Technology**

* Plan for the effective use of ICT to remove barriers to learning e.g. sign-supported software such as Widget, speech to text software such as Dragon and Dictate in Microsoft 365, text to speech software such as Immersive Reader in Microsoft 365 and Read Aloud. Specialised software, such as Clicker and DocsPlus should also be considered to support learners with learning difficulties.
* More guidance on the successful use of technology can be found in the EEF guidance report [Using Digital Technology to Improve Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital) or [Trafford's Graduated Approach to Assistive Technology SNICTA](https://search3.openobjects.com/mediamanager/trafford/fsd/files/snicta_graduated_approach_2018_2_.docx)

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**Cognition & Learning Universal Response**

Whole School & High- Quality Teaching – All Children & Young People

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| **Descriptor of Need -** What might we see? |
| **General:**   * Some misconceptions and/ or taking longer to understand new concepts * Difficulties are likely to be specific to one aspect of learning, e.g., written/ verbal communication, numbers, appreciating instruction, dyslexia/ dyscalculia/ dysgraphia, and are low level. * Evidence of discrepancies between attainment in different core subjects or within one core subject of the curriculum. * Difficulties acquiring good learning routines such as concentration and may be resistant to learning. * The CYP may struggle with handwriting. * Longer processing times * The CYP is working just below age-related expectations * Some difficulties with the acquisition of language / literacy / numeracy despite regular attendance, quality teaching and appropriate intervention * Difficulty with the pace of the curriculum delivery * Slow pace of work * Difficulty following instructions * Difficulties with organisation * Poor independence / reliant on adult support   **Social:**   * Low –level disruption * Work avoidance e.g., out of seat, sharpening pencils, talking, toilet trips * Possible social difficulties   **Emotional & Mental Health:**   * Bravado/overconfident “it’s easy” * Low self-esteem (aware of learning differences) * Spoiling of own work * Challenging behaviour * Poor motivation * Frustration |

| **Universal Response** | **Assess** | **Plan and Do** | **Review** |
| --- | --- | --- | --- |
|  | What could be causing the emerging need? What is the CYP C & L baseline? | How should we respond?  What strategies/support can we put in place? | How do we track and record progress & outcomes? |
| **School / setting Provision and Resources** | Relevant health records, **including hearing and vision checks**  Identify the CYP **exact current level of attainment** – not ‘working towards’ or ‘target/predicted grade’ – is this in line with chronological age?  Carry out a range of baseline assessments e.g.   * In addition, the **Pre-Key Stage Attainment Strands** **(PAS)** for CYP working lower than Y1. Alternatively, assessments such as PIVATS or B Squared. * **SAS Small Steps Assessment Tool** (see SAS teacher for copies) available for Year 1 -6 if the CYP is working at a lower year group level.   Regular and rigorous assessment to inform learning targets.  Assess and identify needs across the curriculum, identify barriers to learning  The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.  If in KS1, refer to Reception Baseline Assessment and EYFS data/records and Y1 Phonic Screening Check.  Discussion with previous teacher/s.  Discussion with parent/carers.  Look at other factors which may be affecting a CYP’s progress in school.  Discuss with any relevant professionals e.g. safeguarding lead, social worker, to identify other factors that could be impacting on the CYP.  Attendance data – to school and lessons. Are there any emerging patterns or barriers to attendance? Contact EBBSA team if required.  Is the CYP EAL? (See SAS for an EAL Toolkit)  Progress needs to be measurable towards an individual’s outcomes.  Recognition of Cognition & Learning difficulties to inform planning of teaching and learning across all subjects.  Evidence to be collated. This could include observation records, learning in books, learning behaviours, teacher records etc  Continuous conversations with learners to identify how they are feeling. | Useful tools at this stage could include the use of:   * Checklists * Observations   Carry out a range of assessments to consider other unmet SEND, e.g. Use the **SAS SEN Assessment Toolkit** (See SAS teacher for a copy)**-** Observation checklists/assessments in:   * Reading behaviours * Phonological Awareness * Letter Recognition /Phonics * High frequency words * Writing * Spelling * Number * Speech Sounds * Working memory * Motor skills.   Analysis of assessment data, for example, Reception Baseline Assessment, EYFS Profile, end of Key Stage Tests, Y1 Phonics Screening Check, Y4 Multiplication Tables Check etc used to inform planning of teaching and learning across all subjects.  Use of high- quality ongoing teacher assessment.  Robust whole school moderation systems assure accuracy of all teacher assessments.  Normal school progress monitoring (termly pupil progress meetings) including data analysis of any standardised assessment results in Reading, Spelling, Mathematics and termly.  Mainstream class with opportunities for small group work within the usual classroom.  Lesson observations and work scrutiny identify difficulties and inform provision planning.  Individualised, personalised approach to teaching and learning in broadest sense. This could be achieved through adaptive teaching, mastery, use of resources, use of adults, collaborative learning, etc  Curriculum plans to include individual targets.  Gaps in learning identified, are catered for during lesson or after lesson- Same day intervention.  Plan and provide exam arrangements if needed.  Plan staffing sensitive to the needs of learners.  Review current provision. Has the CYP accessed high quality teaching across the curriculum?  Ensure there are close home-school links, so schools are aware of changes in home circumstances that may impact on learning and parents know and understand how children are being supported in school.  Refer to High-quality teaching for pupils with SEND (Education Endowment Fund- EEF)  Refer to Best Practice Guidance for an Inclusive Classroom  <https://sendlocaloffer.nelincs.gov.uk/>    Refer to High Quality Teaching Checklist  <https://sendlocaloffer.nelincs.gov.uk/>  The CYP experiences learning needs which are managed well in mainstream class with appropriate adaptive teaching.  High quality teaching and learning informed by the assessment and planning - ’Assessing learning to plan for learning’.  The school has high aspirations for all CYP including those who have SEN.  Adapted lesson plans are monitored as part of the school improvement process.  Tasks explained, modelled and scaffolded.  Opportunities for repetition and overlearning, links to prior learning and real -world situations.  Ensure whole school environment is inclusive and adapted to take account of learning needs.  Provide tools to support and scaffold learning such as: topic word lists, key word mats, sound mats, mini whiteboards, writing frames, story maps, mind maps, visual supports and concrete materials. (See resources section)  Multi-sensory teaching and learning used.  Alternative methods of recording available.  A range of IT available e.g. iPads, laptops and a range of educational software available.  Reinforce and model when the CYP is getting things right.  New learning broken down into small steps.  Flexible classroom groupings and seating arrangements that facilitate learning.  Careful consideration is given to the language used in the classroom, so all CYP understand.  Metacognition is used to develop pupils’ thinking and independent skills.  Homework tasks differentiated to present equal level of challenge.  Produce ‘pen portraits’ for staff so they are aware of CYP’s individual needs.  Enhance high quality teaching and planning for inclusion of CYP in groups e.g. seating plans, sensory needs, peer work, roles within the group.  Flexible focused small group support based on need e.g. guided group work, pre-teaching, post-teaching.  Ensure regular de-briefs with staff who support CYP to ensure ongoing communication about what is working well and what needs to be refined.  A regularly evaluated whole school Provision Map sets out interventions, provision and outcomes.  Whole school training on different aspects of Cognition & Learning may be required, such as Dyslexia, Dyspraxia, Dyscalculia, Memory, Reading, Assistive Technology etc- Available from the Specialist Advisory Service teachers.  Free anonymised advice and guidance is available from the Advisory Teachers for Cognition & Learning - [SpecialistAdvisoryService@Nelincs.gov.uk](mailto:SpecialistAdvisoryService@Nelincs.gov.uk) | Evaluation of teaching and learning to inform adaptations and next steps, where needed.  Outcomes should be updated to reflect this evaluation.  Decision could include:   * No additional provision required. * Escalation to next stage of support where additional provision may be required.   Review school/setting processes for ensuring Inclusive High- Quality Teaching through school/setting Leader QA measures.  Discuss concerns with SENDCo and devise next steps for support.  Formal recording of assessment, planning, implementation and reviewing should be done in order to gather evidence should a CYP require additional support/intervention, or an Education Health Care Plan later on in their journey of support. |
| **Child / Young Persons Voice** | Discussion with the CYP to establish their views, to understand the experience of the CYP and their needs. | **See above**  Pupil views are shared and informs next steps, this should be occurring through HQT and does not require additional formal plans (e.g. SEN Support Plan, PEP, PSP).  Pupils involved in setting and monitoring their next steps.  The CYP experiences learning needs which are managed well in mainstream class with appropriate adaptive teaching. | Discussion with pupils and School/setting should inform future decisions regarding provision. |
| **Working with Families** | Open communications between family, pupils and School/setting to ensure working in co-production  Discussion with parents/carers to establish their views, to understand the experience of the CYP and their needs. | Gather families’ views, ensuring these are recorded. | Discussion with family and School/setting should inform future decisions regarding provision. |
| **Working with Professionals & Communities** | Where relevant, ensure that CYP social worker / Virtual School / Early help worker is involved in discussions and are made aware of the emerging difficulties that the CYP is experiencing.  The school/setting will engage with on-going CPD to support children with a range of differing needs. This could include: SENDCO networks, in house training, cognition & learning difficulties training, online training etc.  The school/setting will disseminate training throughout school/setting and to relevant colleagues to ensure strategies, knowledge and information is used to improve provision and outcomes for children and young people.  School/setting to be aware of community- based projects and opportunities to be able to signpost to students and families.  School/setting to be aware of Local Authority / Health / Social Care pathways to access **the right support at the right time** for CYP e.g. Emotionally Based School Avoidance Pathway, Access Pathway | | |

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**Cognition & Learning Targeted Response**

In addition to the universal response – Some Children & Young People

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

**Some** children and young people’s (CYP) difficulties cannot be met by universal, whole school or class approaches. These difficulties are sustained over a period of time and these CYP will require a graduated approach which draws on increasingly personalised learning, evidenced based interventions and support, information and advice from appropriate professionals and successive cycles of assess, plan, do, review. These become increasingly personalised to meet the CYP’s identified needs.

|  |
| --- |
| **Descriptor of Need -** What might we see? |
| **General**   * The CYP will have mild but persistent difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention and quality first teaching * The CYP continues to make very slow progress to the extent that the gap between themselves and their peers continues to widen across all areas of the National Curriculum. * Adapted provision over time has not resulted in progress towards achieving learning outcomes set. * Evidence suggests that the CYP’s attainments in essential cognitive skills (notably speech and language, reasoning and self-organisation) are interfering with his/her ability to make expected progress. * The CYP is presenting with difficulties in problem solving and understanding and in retaining complex instructions/directions * Assessments over time indicate that a more focussed level of support and intervention is necessary. * The CYP may have poorly developed learning habits and concentration difficulties. * The CYP may be poorly motivated and show a resistance to learning * Difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities * Specific difficulties e.g., dyslexia affecting literacy skills, dyspraxia affecting fine and/or gross motor skills and dyscalculia affecting the development of numeracy skills. * Difficulties with spatial and perceptual development * Visual stress * Weak auditory and visual processing skills.     **Social**   * The CYP may also be socially and emotionally immature and have limited interpersonal skills * The CYP may be experiencing difficulties with have difficulties with written and oral communication     **Emotional and mental health**   * An increase in refusal to work. * An increase in level of disruption to the lesson and work avoidance is becoming more frequent. * The CYP may exhibit different behaviours which are out of character. |

| **Targeted Response** | **Assess** | **Plan and Do** | **Review** |
| --- | --- | --- | --- |
|  | What could be causing the emerging need? What is the CYP C&L baseline? | How should we respond?  What strategies/support can we put in place? | How do we track and record progress & outcomes? |
| **School / setting Provision and Resources** | Consultation between teacher and SENCo to consider in more detail the nature of any difficulties  The SENCO could be involved in targeted observations and quality assurance measures, across a range of lessons.  SENCO and/or Class teacher will have spent one-to-one time with the student to identified strengths and barriers to learning, to enable them to plan strategies to remove barriers more effectively.  Teacher/SENCO consultation explores ways to overcome the barriers to learning identified  Consider activities to gain the Voice of the CYP to gain a better understanding of the risk and protective factors impacting them.  <https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/>  Screeners and diagnostic assessment may be used by SENCos to further identify barriers to learning. Assessments are related to the type of need.  Where baseline assessments were previously carried out, these should be updated and compared to identify any steps of progress, no matter how small, and further areas to be targeted.  Cognition & Learning Baseline measures/assessment tools should be used again to assess levels and types of need. These could include:  **Specialist Advisory Service Attainment Indicators Assessment Tool** to identify a child’s  progress against age-related expectations.  **Specialist Advisory Service Pre-Key Stage Strands (PAS)** To use with children, years 1-6 who are working lower than year 1  **Specialist Advisory Service Small Steps Assessment Tool** for years 1-6 working below age related expectations.  Refer to **Specialist Advisory Service SEN Assessment Toolkit Teacher’s Handbook:** <https://sendlocaloffer.nelincs.gov.uk/>  Observation checklists/assessments in Reading behaviours, Phonological Awareness, Letter Recognition /Phonics, High frequency words, Writing, Spelling, Number, Speech Sounds, working memory and motor skills.  Other commercially produced assessments could be used such as, PIVATS, B Squared etc  In discussion with SENDCo, teacher, CYP and family, add the CYP onto the SEN Register as SEN Support (Code K). | **CYP placed on the SEN register – SEN Support**  Curriculum planning clearly reflects levels of achievement and addresses learning gaps and barriers. It also ensures that CYP gets a balance of individual / group and whole class learning experiences  Implement interventions- ‘Different from, additional to’ in line with the CYP’s current needs.  Interventions that are to be implemented should have clear, assessable **SMART** outcomes. These should have an identified review date from the outset.  Strategies and interventions may be recorded through an Assess, Plan, Do, Review (APDR) plan. CYP may require more structured tracking of outcomes and impact of provision/strategies.  Parents are involved regularly and know how to support targets at home  Pupils are involved in setting and monitoring their targets and classroom adjustments  If needed, risk assessment to be in place and shared with all key staff and family.  Assess, plan, do and review the support plan. This should be written with CYP, their family and other professionals (as appropriate) and reviewed at least three times a year **but sooner where required.** Where additional/different targeted provision is planned for, check there are clear and expected outcomes linked directly to the provision and SMART targets set.  Use a consistent school wide approach to communicate aspiration, need, outcomes and provision to staff, for example My Plan.  A detailed support plan may include a provision map and/or personalised timetable.  Agree how best to communicate aspiration, need, outcomes and provision to staff.  Continue to review training requirements for staff, through audits of skills or performance management.  Continue with any relevant strategies from **Universal Response: All** **of the above plus:**  High quality teaching and learning informed by the assessment and planning undertaken.  This could include:   * Whole class T & L activities personalised to individual needs. * Small group learning with class teacher in addition to HQT lessons. * Effective use of additional adults in the classroom – see - * [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)   Short term specific provision and interventions to address needs through a structured approach.  Increased adaptation of the curriculum by presentation, outcome, timing, scaffolding, and additional resources. Allow opportunities for exploration of the use of alternative methods of recording such as laptops, iPads, through drama, pictures, talking tins, etc  See below for resource ideas to support CYP in the classroom.  Activities and time built into lesson planning to give opportunities for pupils to work on own targets.  Pre-and post-teaching  Use of reminders, timers, resources and rewards to develop independence.  Flexible seating arrangements enable the CYP to interact and learn with a range of peers.  Bespoke table-top prompts, e.g., cue cards, sound cards, key words, practical resources etc  Across the setting **all staff** clearly understand the needs and provisions a CYP requires to make progress, and these are effectively communicated through robust School/setting systems. Self-awareness and self-advocacy are promoted by staff too.  **All staff** should provide reasonable adjustments regarding the needs of the CYP. This could be adaptations of policies in place within the school/setting or other aspects they may be struggling with.  Reasonable adjustments within the school day which supports meeting the individual learning needs which were identified through assessment of the CYP and their classroom/school environment.  Use analysis of pupil progress data for individuals and groups to highlight needs.  Targeted intervention to teach CYP, this could include -   * Beat Dyslexia * Lexia * Nessy * Plus 1/Power of 2 * Rapid Reading, Writing and Maths   **See below for comprehensive list of recommended interventions.**  Develop the skills of key staff through appropriate training in areas of SEND  <https://sendlocaloffer.nelincs.gov.uk/send-training-professionals/> | A wide range of evidence has been collated, reviewed once an intervention has been in place and given time to have an impact.  Regular monitoring of any interventions and addition support is required in order to evaluate the effectiveness of what is being delivered.  Evaluation of provisions and interventions will be used to inform future planning and outcomes.  Decision could include:   * No further additional provision required. (Accelerated progress made) * A further cycle of ADPR at this stage. (Some progress made) * Escalation to Specialist support *(including SAS specialist teachers)* where additional provision and updated plans will be required.   Reviews are key to the ‘assess, plan, do, review’ process and should be fully recorded. Reviews should include specific reference to progress towards desired outcomes and targets.  Discussion with CYP and their family on the progress the CYP has made towards their targets  Where appropriate the impact of advice given by the SENDCo and external professionals if involved with the CYP  If targets are not met, the strategies/resources should be adapted, or the targets should be modified.  A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP’s needs and of what supports them in reducing barriers to learning, making good progress and securing good outcomes.  For the vast majority of children and young people identified at SEN Support their needs will be met, throughout their schooling, through high quality universal provision and targeted support. Thecyclical process of assess,plan, do, review will become increasingly personalised drawing on more personalised approaches, more frequent review and more specialist expertise. |
| **Child / Young Persons Voice** | In discussion with SENDCo, teacher, CYP and family, add the CYP onto the SEN Register as SEN Support (Code K).  Pupil self-assessment will be extended and embedded within interventions to inform next steps.  Pupil views are shared and inform cycles of APDR - this should be occurring through HQT and could require additional formal plans (e.g. SEN Support Plan, My Plan) | CYP views will inform the planning of their provision.  CYP should be involved in the setting of targets so that they are aware of what expectations are.  Gaining CYP voice through various methods, including the use of pictures, photographs etc. (See local offer link to capturing the voice of the child)  <https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/> | CYP will be asked to evaluate their provision to inform next steps.  Discussion with CYP and their family on the progress the CYP has made towards their targets |
| **Working with Families** | In discussion with SENDCo, teacher, CYP and family, add the CYP onto the SEN Register as SEN Support (Code K).  Periodic discussion will be held between class teacher, SENCO and families to gather further information about additional factors e.g., learning environment, home life, social skills. This should be evidenced and used to inform planning.  Family views are gathered, shared and inform cycles of APDR. | Advice and guidance for parents/carers – Parent information – [NELC SEND Local Offer | Home (nelincs.gov.uk)](https://sendlocaloffer.nelincs.gov.uk/)  **SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service)  Tel: 01472 326363  [www.nelsendiass.org.uk](http://www.nelsendiass.org.uk)  Email: [ask@nelsendiass.org.uk](mailto:ask@nelsendiass.org.uk)  Parents should be informed regularly of progress and of how they can support at home. | Family views inform evaluation of provision to inform next steps.  Discussion with CYP and their family on the progress the CYP has made towards their targets |
| **Working with Professionals & Communities** | Develop links with external professionals and build a strong ‘team around the child’ approach to meeting the needs of CYP The setting will make use of localised professional support and may seek general advice to support students with difficulties through mechanisms such as Advice and Guidance Meetings, referral to the Specialist Advisory Teachers, Educational Psychology, Inclusion Service, Emotionally Based School Avoidance Pathway, Access Pathway, Early Help Locality Hubs, School Nursing Team etc.  This advice may be used to support a number of students and does not require professionals having contact with pupils.  [**Return to contents**](#Contents) | | |

**Cognition & Learning Specialist Tier 1 Response**

In addition to the Universal & Targeted Response – Few Children & Young People

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

In addition to inclusive HQT, some may require time limited intervention programmes and additional support in order to secure effective learning and increase the rate of progress.

**A few** children and young people with cognition & learning needs do not respond to universal or targeted support delivered over a sustained period of time and require more specialised intervention and provision. These CYP may need to be referred to external professional agencies who can provide in-depth cognitive assessments and provide further advice and recommendations. The CYP will continue to have their needs met through a focused SEN Support plan.

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| **Descriptor of Need –** What might we see in addition to difficulties highlighted in Universal and Targeted Response   * Significant and persistent difficulties with concept development and logical thought * Significant difficulties in tasks involving specific abilities such as sequencing, organisation or phonological awareness, concentration, or short-term memory and which in turn impacts negatively on literacy and mathematics, significantly greater and more persistent than would normally be expected for students of his/her age. * Significant difficulties with pace of delivery, understanding instructions and prioritising/ organising work * Significant difficulties with long/ short term memory |
|  |

| **Specialist Tier 1 Response** | **Assess** | **Plan and Do** | **Review** |
| --- | --- | --- | --- |
|  | What could be causing the emerging need? What is the CYP C&L baseline? | How should we respond?  What strategies/support can we put in place? | How do we track and record progress & outcomes? |
| **School/setting Provision and Resources** | A range of stakeholders (SENCO, parents, teachers) will be involved in the assessment and review of targeted observations and quality assurance measures, across a range of lesson and settings or context.  Consider all previous assessments, progress over time.  Continue to identify gaps in learning and areas of need through use of further assessment.  Meetings between stakeholders should take place a minimum of 3 times within a 12- month period through the process of APDR but more frequently when necessary.  Specialist Assessments to identify barriers to learning and provide further support strategies, e.g. Specialist Advisory Teacher, Educational Psychologist.  SEND Support plan is created with progress against targets routinely reviewed with the CYP and with parents/carers – reviews are recorded. | The CYP has identified needs which require additional specific provision and/or advice which might include a detailed time limited programme, intervention, personalised timetable and/or resources.  For some CYP specialist advice or training will be required to meet the needs of the CYP and joint training planned and delivered in school, through SEND Clusters Groups, SENDCo Forums, Wider LA training, Webinars and online courses, could be a route for training and support for staff  <https://sendlocaloffer.nelincs.gov.uk/send-training-professionals/>  Liaison and consultation with external professionals and support services as appropriate.  These could include:  • Specialist Advisory Service  • Educational Psychology Service  • Inclusion Service  Health professionals (if appropriate) such as:  • School Nursing Team  • Paediatricians  • Access Pathway  • Colleagues from Early Help and wider  Social Care services.  Interventions advised by external agencies are implemented and closely monitored.  Mainstream class with regular targeted small group support. Provide small group support from additional adults when needed to support areas of need.  Opportunities for 1:1 support focused on specific personalised targets with reinforcement in whole class activities to aid transfer of skills.  Further modification and adaptation of activities and materials to address pupils’ identified need.  Some adaptation to programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage.  Tasks may need to be broken down into small steps, prompting and reminders may need to be given to support staying on task.  Pre-tutoring/teaching is used to enable the pupil to engage with learning in the classroom.  Routine opportunities for over learning and practice of basic skills on a daily basis. Emphasis on automaticity, skill mastery, and generalisation of skills  CYP is taught to use technology to support learning and task completion.  Implemented strategies and provision (long term additional to or different from) are recorded in the plan in addition to high quality teaching strategies.  Where appropriate and with the support of other professionals, create a balanced personalised curriculum that addresses needs and supports the CYP make progress.  If attendance is a concern further support should be provided with guidance from the Attendance and welfare officer or Emotionally Based School Avoidance Team. | Evaluation of plan and provision takes place as often as necessary and other professionals are invited if they are supporting the CYP.  Decision could include:  • Reduce support to Targeted or Universal  • Further ADPR at this stage. (Some progress/ Good progress)  • Escalation to Specialist Tier 2 support where additional provision may be required.  Ensure adequate time is allowed for advice, interventions and support to be implemented and review regularly |
| **Child/ Young Persons Voice** | Pupil views to be sought through age & stage appropriate mechanisms.  <https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/> | Pupil views to inform the plan, provision and strategies.  Pupil should be involved in evaluation and deciding next steps. | Pupil views to be sought through age & stage appropriate mechanisms. |
| **Working with families** | Regular contact with the family to inform assessment.  Parent and pupil views are actively sought and acted upon  Results are discussed with parents and those involved with the CYP and used to inform personalised planning and target setting. | Family views inform planning, reviewing and implementing additional provision and strategies.  Families should be supported to have ownership of their plan; the plan should include all aspect of the child and family’s needs.  Family views should inform next steps.  The family and child’s views inform the assess, plan do review cycle.  **SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service)  Tel: 01472 326363  [www.nelsendiass.org.uk](http://www.nelsendiass.org.uk)  Email: [ask@nelsendiass.org.uk](mailto:ask@nelsendiass.org.uk) | Regular contact with the family to inform assessment. |
| **Working with professionals- Communities** | Engage professionals from other services to support with assessment, identification of strengths and needs and strategies to support (e.g., Specialist Advisory Service – Specialist Teachers and Educational Psychology)  Professionals to feed in to APDR plan and provide advice to support with provision and outcomes.  Staff could consider referring to a range of education support teams if that is something that would support the CYP making progress in their outcomes. This needs to be first agreed by family and the CYP.  Follow advice from professionals that should have been co-constructed with staff and family.  If relevant, ensure Social Worker is aware of support plans and targets Professionals may support in evaluating and reviewing provision and outcomes to offer alternative interpretations of need or alternative provision that may be more suitable, in co-construction with families, CYP and staff.  If on an SEN support plan, and slow or no progress is being made consider first support from outside agencies, if still little progress is being made or level of support is above what could be provided at SEND support plan level, a request for statutory assessment maybe be considered. This needs to be done with agreement and understanding from the family and CYP.  Keep records of all professional involvement and share with all staff members working with the CYP. | | |

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**Cognition & Learning Specialist Tier 2 Response**

In addition to the Universal, Targeted & Specialist Response – Very Few Children & Young People

These CYP may require or have an Education, Health Care plan while others will continue to have their needs met through a specific and focused SEN Support plan.

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| **Descriptor of Need –** What might we see in addition to difficulties highlighted in Universal, Targeted Response and Tier 1 response |
| * Despite targeted support which has been delivered over a sustained period of time the CYP continues to make limited or no progress and requires more personalised and specialised provision. * Significant and persistent difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress in all aspects of the curriculum. * Specific difficulties with an aspect of learning with progress far behind peers in relation to this aspect, which is impacting on progress in multiple parts of the curriculum. * Communicates using signs and gestures and some key words * Significant difficulties generalising or transferring from one context to another |

| **Specialist Tier 2 Response** | **Assess** | **Plan and Do** | **Review** |
| --- | --- | --- | --- |
|  | What could be causing the emerging need? What is the CYP C&L baseline? | How should we respond?  What strategies/support can we put in place? | How do we track and record progress & outcomes? |
| **School/setting Provision and Resources** | Continuous consideration of how the CYP strengths and needs may change over time.  Continue to follow the APDR process against specific outcomes and provisions within the SEND/EHC plan. | If a CYP is in receipt of an EHCP then long term outcomes should be broken down into small achievable steps evidenced in a support plan.  Continue planning provision that is personalised and meaningful for the CYP to achieve the outcomes which have been agreed with all stakeholders.  See previous stages  Pupil views to inform the plan, provision and strategies.  Family views to inform planning and provision.  CYP may still require on-going support from external professionals and support services as appropriate.  These could include:  • Specialist Advisory Service  • Educational Psychology Service  • Inclusion Service  Ensure all external advice is embedded in the planning and provision for the CYP. | If a CYP has an EHCP it is advised that reviews should take place termly as well as the Annual Review.  Evaluation of plan and provision takes place on an at least termly basis and other professionals are invited to continue supporting CYP who have a high level of need.  Decision could include:   * Reduce support to Specialist Tier 1 or Targeted. (Accelerated progress, gap closing or closed) * Further ADPR at this stage. (Some progress/ Good progress) |
| **Child/ Young Persons Voice** | Pupil views to be sought through age & stage appropriate mechanisms.  <https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/> |  | Pupil view should inform next steps. |
| **Working with families** | Family to continue providing information that is up to date and gives a rich picture which feeds into assessment.  Access to specialist services and resources should be routinely evidenced through the assess, plan, do review process. |  | Family view should inform next steps. |
| **Working with professionals- Communities** | Engage additional professionals from other services to support with assessment and, if appropriate, engage multi agency support for an Educational Health and Care Assessment Request (e.g., Educational Psychology, Young Minds Matter, CDC, Access Pathway) or at the Annual Review for those CYP with an EHCP.  Follow the SEND code of practice when it comes to consultation processes for placement, if a placement is appropriate.  Multi- agency evaluation of plans and provision takes place and recorded appropriately | | |

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**Useful Resources, Support & Guidance**

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| **Education Support Teams** | |
| Specialist Advisory Service Key Stage Team Teachers for Cognition & Learning, Communication & Interaction and SEMH | Specialist Advisory Service, Civic Offices, Knoll Street, Cleethorpes, North- East Lincolnshire, DN35 8LN  Email: [SpecialistAdvisoryService@nelincs.gov.uk](mailto:SpecialistAdvisoryService@nelincs.gov.uk)  Telephone: 01472 323183  Opening times: Monday to Thursday 8:30am to 5pm and Friday 8:30am to 4:30pm, except bank holidays  **Link to SAS referral and consent form** - <https://sendlocaloffer.nelincs.gov.uk/> |
| Special Educational Needs and Disability Information, Advice and Support Service - SENDIASS | SENDIASS  Tel: 01472 326363  [www.nelsendiass.org.uk](http://www.nelsendiass.org.uk)  Email: [ask@nelsendiass.org.uk](mailto:ask@nelsendiass.org.uk) |
| Community Educational Psychology Service | Educational Psychology Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LN  Email: [EPService@nelincs.gov.uk](mailto:EPService@nelincs.gov.uk)  Telephone: 01472 323183  Opening times: Monday to Friday 9am to 4:30pm, except bank holidays |
| Inclusion Service | Inclusion Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LN  Email: [aspire@nelincs.gov.uk](mailto:aspire@nelincs.gov.uk) |
| Education Welfare Service | Education Welfare Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LN  Email: [ews@nelincs.gov.uk](mailto:ews@nelincs.gov.uk)  Telephone: 01472 326291 option 1  Opening times: Monday to Thursday 8:30am to 5pm and Friday 8:30am to 4:30pm, except bank holidays |
| Virtual School for Children Looked After and Children in Need | Children’s Services Department, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LN  Email: [lookedafterchildren@nelincs.gov.uk](mailto:lookedafterchildren@nelincs.gov.uk)  Telephone: 01472 313131 |
| Special Educational Needs Assessment Review Team (SENART) | Special Educational Needs Assessment Review Team Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LN  Email: [SEN@nelincs.gov.uk](mailto:SEN@nelincs.gov.uk)  Telephone: 01472 326292 option 6  Opening times: Monday to Thursday 8:30am to 5pm and Friday 8:30 am to 4:30pm, except bank holidays |
| Emotionally Based Barriers to School Attendance Team | [EBBSA@nelincs.gov.uk](mailto:EBBSA@nelincs.gov.uk) for further details and support |
| **Health Support Teams** | |
| School Nursing Team | Phone: (01472) 323660  Email: [SchoolNursingAdvice@nelincs.gov.uk](mailto:SchoolNursingAdvice@nelincs.gov.uk) |
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| **Training & Information** | |
| Specialist Advisory Service Key Stage Team Teachers for Cognition & Learning, Communication & Interaction and SEMH – range of training topics available for settings | Specialist Advisory Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LN  Email: [SpecialistAdvisoryService@nelincs.gov.uk](mailto:SpecialistAdvisoryService@nelincs.gov.uk)  Telephone: 01472 323183  Opening times: Monday to Thursday 8:30am to 5pm and Friday 8:30am to 4:30pm, except bank holidays |
| Local Offer | <https://sendlocaloffer.nelincs.gov.uk/send-training-professionals/> |
| Together 4 All – North East Lincolnshire’s Professional Learning Community | [Welcome - North East Lincolnshire's Professional Learning Community (together4all.co.uk)](https://www.together4all.co.uk/) |
| Community Educational Psychology Service – range of training topics available for settings | Educational Psychology Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LN  Email: [EPService@nelincs.gov.uk](mailto:EPService@nelincs.gov.uk)  Telephone: 01472 323183 |
| Education Endowment Foundation (EEF) – A wealth of information and research in education | [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) |
| NASEN | [www.nasen.org.uk](http://www.nasen.org.uk) |
| **Interventions** | |
| **English Interventions** | |
| AcceleRead/ AccelerWrite | [AcceleRead AcceleWrite | Edtech Educational Software Ireland](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwil3fu1isL8AhXGT8AKHVnVC2gQFnoECBcQAw&url=https%3A%2F%2Fwww.edtech.ie%2Fproduct%2Facceleread-accelewrite%2F%23%3A~%3Atext%3DAcceleRead%2520AcceleWrite%2520by%2520Vivienne%2520Clifford%2Cwho%2520are%2520experiencing%2520literacy%2520difficulties.&usg=AOvVaw27ZWT2TbZsuTI160Ht7C6K) |
| Alpha to Omega | [Alpha to Omega - Pearson Schools](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjBu_SPuMT8AhXEQkEAHWTEDCEQFnoECDoQAQ&url=https%3A%2F%2Fwww.pearsonschoolsandfecolleges.co.uk%2Fsecondary%2Fsubjects%2Fenglish-and-media%2Falpha-to-omega-2&usg=AOvVaw0TvUZzvefjiXLlGHeMwqgo) |
| Attack Read and Spell | <https://www.attackreadspell.co.uk/> |
| Active Literacy Kit | [Active Literacy Kit - Larkswood Educational Supplies](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj96JyomcL8AhWRZsAKHWplCdQQFnoECCsQAQ&url=https%3A%2F%2Fwww.larkswood.co.uk%2Factive-literacy-kit&usg=AOvVaw3MLu4RHYHIBmLh2-6WSXx0) |
| All By Myself | [All by Myself Readers - AMS Educational](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiUp_LKmcL8AhXCnVwKHY4wBoEQFnoECA4QAw&url=https%3A%2F%2Fwww.amseducational.co.uk%2Fproduct%2Fall-by-myself-readers%2F%23%3A~%3Atext%3DThe%2520readers%2520help%2520children%2520to%2Cmore%2520complex%2520through%2520the%2520series.&usg=AOvVaw3uD_mRu57c7iSpTN_CwpGm) |
| Beat Dyslexia (6 books in the series) | [ADMT11482 - Beat Dyslexia - Pack of 5 | LDA Resources](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjFzcPxmcL8AhXSiFwKHeorCVcQFnoECBAQAQ&url=https%3A%2F%2Fwww.ldalearning.com%2Fproduct%2Fdyslexia%2Finterventions%2Fbeat-dyslexia-pack-of-5%2Fadmt11482&usg=AOvVaw20nXFRvoF8UhsQm51bCoAT) |
| Catch-up Literacy | [Catch Up Literacy](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwismq6EjML8AhUKSMAKHQxBD9QQFnoECBoQAQ&url=https%3A%2F%2Fwww.catchup.org%2Finterventions%2Fliteracy.php&usg=AOvVaw3P1DrK42fZljta7Vydp-YG) |
| Code Breakers | [Dyslexia CodeBreakers® - A programme that helps students ...](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiH_crQuMT8AhXKiFwKHR4pC2cQFnoECAwQAQ&url=https%3A%2F%2Fwww.dyslexia-codebreakers.co.uk%2F&usg=AOvVaw2erC75H1qceTjKNEtGA75z) |
| Colourful Semantics | [Colourful Semantics - Integrated Treatment Services](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjW-rCNmsL8AhVGfMAKHYJKDVQQFnoECAkQAQ&url=https%3A%2F%2Fwww.integratedtreatmentservices.co.uk%2Four-approaches%2Fspeech-therapy-approaches%2Fcolourful-semantics-2%2F&usg=AOvVaw2MGNCCVRMvsR1WIcKcCZ_M) |
| Cued Spelling | [Cued Spelling | HIGHLAND LITERACY](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwipvYypjML8AhUIilwKHbDKCa0QFnoECBsQAQ&url=https%3A%2F%2Fhighlandliteracy.com%2Fcued-spelling%2F&usg=AOvVaw3bd2bOHiItNLi9kT1yNG-z) |
| Dyslexia Matters | [Dyslexia Matters: Training | Learning difficulties CPD training ...](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjF68u_uMT8AhWQZMAKHYDFD20QFnoECAkQAQ&url=https%3A%2F%2Fwww.dyslexiamatters.co.uk%2F&usg=AOvVaw19YyA_ONfunAlopwti7NW6) |
| Five- Minute Box | [The Five Minute Literacy Box](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiXk9zAmsL8AhVRPcAKHRLtCw8QjBB6BAgOEAE&url=https%3A%2F%2Fwww.fiveminutebox.co.uk%2Fthe-five-minute-box%2F&usg=AOvVaw33-w51-UGYzrrFdbQkfmXU) |
| Getting the Picture | [Getting the Picture by Dave Nash - Hachette UK](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjVlMDbmsL8AhXREcAKHUbmCqYQFnoECA8QAQ&url=https%3A%2F%2Fwww.hachette.co.uk%2Ftitles%2Fdave-nash%2Fgetting-the-picture%2F9780857003157%2F&usg=AOvVaw0eN8eEb6uLCx0sakbs4MIz) |
| Hornet | [Hornet literacy primer - The Word Wasp](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjeyYr_jsL8AhWBR8AKHQOIAEYQFnoECBAQAQ&url=https%3A%2F%2Fwww.wordwasp.com%2Fthe-books%2Fhornet-literacy-primer%2F&usg=AOvVaw1zXXch5kNMKn9P0Xc1Ziez) |
| Inference Training | [Inference Training - Target Literacy](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwilktGfj8L8AhUTacAKHa9xC7cQFnoECB4QAQ&url=http%3A%2F%2Fwww.targetliteracy.co.uk%2Finterventions%2Finference_training&usg=AOvVaw3eTIbiHGXH6RiVLatwqS4W) |
| Language Through Listening | [Language Through Listening, Pre-linguistic Skills](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjB7fKam8L8AhUYSMAKHWTAAwAQFnoECAsQAQ&url=https%3A%2F%2Fwww.blacksheeppress.co.uk%2Fproduct%2Flanguage-listening-pre-linguistic-skills%2F&usg=AOvVaw1V92wNgVIp8JkrA7whaD-O) |
| Lifeboat reading and spelling | [Lifeboat Read and Spell Scheme - Robinswood Press](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiTzv2PzsT8AhXZQEEAHROgC-4QFnoECA0QAQ&url=https%3A%2F%2Fwww.robinswood.co.uk%2Fseries%2Flifeboat-read-and-spell&usg=AOvVaw0pFYjherWVZMYKh2aO_Z83) |
| Lightening Reads | [Lightning Reads by Jacqui Farley - Goodreads](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj0_Jy9ocL8AhWOYcAKHYJqAwEQFnoECA4QAQ&url=https%3A%2F%2Fwww.goodreads.com%2Fbook%2Fshow%2F885088.Lightning_Reads&usg=AOvVaw1bm4e0to82Kz0SYqc0EZQ5) |
| Mr Goodguess | [inferencing skills - Mr Goodguess - Black Sheep Press](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjzxYytm8L8AhWbiFwKHdIfBMoQFnoECAoQAQ&url=https%3A%2F%2Fwww.blacksheeppress.co.uk%2Fproduct%2Finferencing-skillsr-mr-goodguess%2F&usg=AOvVaw1uMhpBQjjx0-BSpSyxViPl) |
| Narrative Therapy Oral to Written | [From Oral to Written Narrative, ages 7-11 - Black Sheep Press](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjA2q_Bm8L8AhUjkFwKHWwJB8gQFnoECBMQAQ&url=https%3A%2F%2Fwww.blacksheeppress.co.uk%2Fproduct%2Foral-to-written-narrative-ages-7-11%2F&usg=AOvVaw1qVb3gBhOYubVd4nOy1axx) |
| New Reading and Thinking | [New Reading and Thinking - Learning Materials Ltd](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjVhvjnm8L8AhXFQkEAHZR8DAEQFnoECBkQAQ&url=https%3A%2F%2Fwww.learningmaterials.co.uk%2FLiteracy%2FNew-Reading-and-Thinking&usg=AOvVaw2WV9SYAKDVjzCeY9SE2KW6) |
| No Nonsense Phonics | [No Nonsense Phonics](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwia2rD6m8L8AhWrQEEAHZgzC7wQFnoECAsQAQ&url=https%3A%2F%2Fnononsensephonics.com%2F&usg=AOvVaw00_pR2h5JMqfbMRsG0O-Sk) |
| Paired Reading | <https://highlandliteracy.com/paired-reading-peer-and-adult/> |
| Paired Writing | See SAS teacher for more details |
| PAT | [PAT Introduction - Direct Phonics and PAT Books](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjZ1oubnML8AhXGa8AKHX_SDloQFnoECAsQAQ&url=http%3A%2F%2Fwww.directphonics.co.uk%2Fpat_introduction.html&usg=AOvVaw30Ejj1_-F5bT183PAgAPdb) |
| POPAT | [POPAT Teaching children to speak clearly write read and spell](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj9xYi-nML8AhWIYMAKHagCDzEQFnoECAgQAQ&url=http%3A%2F%2Fwww.popat.co.uk%2F&usg=AOvVaw0sB8OkyZ2tAj9ydDvll12f) |
| Precision Teaching | <https://highlandliteracy.com/precision-teaching/> |
| Project X Code | [Project X CODE - Oxford Owl](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiQusLdlsL8AhWRUsAKHdIhC4MQFnoECAwQAQ&url=https%3A%2F%2Fwww.oxfordowl.co.uk%2Fwelcome-back%2Ffor-school-back%2Ftar%2Fproject-x-code-menu%2Fhome--10&usg=AOvVaw1iTVNLBwx9e5uD1ZaGzHg9) |
| Rapid Plus | [Rapid Plus - Pearson Education](https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwjAz423l8L8AhWX7e0KHab4AZYYABAAGgJkZw&ae=2&ohost=www.google.co.uk&cid=CAESa-D2_mNcQExVOTSd7e9LlYP3URzxFLnlOu4_uKtgyuT4TBFLfA98bSdZ8HoZqWo_pIw4rFf4li2QNovfuZRhSYyOT-DMtkVtmr0Fi3L6fEjs9VGk42tE93VxgOBBrPZdimo3fWuV82kQI8Qj&sig=AOD64_2xgqdygbLu5pr3nFjFAgDxXGcV5A&q&adurl&ved=2ahUKEwiUuYa3l8L8AhVvSkEAHWZfB1gQ0Qx6BAgHEAE) |
| Rapid Phonics | [Rapid Phonics - Pearson](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwillebPnML8AhWRh1wKHR3SDt8QFnoECAsQAQ&url=https%3A%2F%2Fwww.pearson.com%2Fen-au%2Feducator%2Fprimary%2Fbrowse-resources-online%2Fenglish%2Frapid%2Frapid-phonics%2F&usg=AOvVaw2LZskWIg1cSm4GI0s3S61x) |
| Rapid Reading | [Rapid Reading | Pearson](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjXqqfenML8AhXPgVwKHWIDDgQQFnoECAsQAQ&url=https%3A%2F%2Fwww.pearson.com%2Fen-au%2Feducator%2Fprimary%2Fbrowse-resources-online%2Fenglish%2Frapid%2Frapid-reading%2F&usg=AOvVaw19ZGAbiQBqXVRyTr47UJKE) |
| Rapid Writing | [Rapid Writing - Pearson Schools](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwib8LL3nML8AhUTacAKHZwzDMUQFnoECAoQAQ&url=https%3A%2F%2Fwww.pearsonschoolsandfecolleges.co.uk%2Fprimary%2Fsubjects%2Fenglish-literacy%2Frapid-writing&usg=AOvVaw1k600brGlpd88hBOG9chkb) |
| Read, Write, Inc Fresh Start | [Fresh Start - Ruth Miskin Literacy](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjK1vfGl8L8AhXToVwKHY5ED1EQFnoECBwQAQ&url=https%3A%2F%2Fwww.ruthmiskin.com%2Fprogrammes%2Ffresh-start%2F&usg=AOvVaw0iCS_Y0fAt9Ec0pAqn7vSu) |
| Reciprocal Reading | See SAS teacher for more details |
| Secondary Talk Narrative | [Secondary Talk Narrative, KS3-4 - Black Sheep Press](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjomYGwucT8AhUVQkEAHXm9AsgQFnoECAsQAQ&url=https%3A%2F%2Fwww.blacksheeppress.co.uk%2Fproduct%2Fsecondary-talk-narrative-ks3-4%2F&usg=AOvVaw1ViloJZGfYdOOo5E8iH86e) |
| Speaking and Listening Through Narrative | [Speaking and Listening through Narrative, ages 5-7](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiPpqGKncL8AhWTnVwKHemvCYwQFnoECBAQAQ&url=https%3A%2F%2Fwww.blacksheeppress.co.uk%2Fproduct%2Fspeaking-listening-narrative-ages-5-7%2F&usg=AOvVaw2IusQTN_oW5At181yC3rZW) |
| Stareway to spelling (Y3 plus) | [Stareway to Spelling - Pearson](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj3msi7xsT8AhWMaMAKHT3eBK8QFnoECBkQAQ&url=https%3A%2F%2Fwww.pearson.com%2Fen-au%2Feducator%2Fprimary%2Fbrowse-resources-online%2Fenglish%2Ftoe-by-toe-series%2Fstareway-to-spelling%2F&usg=AOvVaw2OdlbmO95x8Tysg3X58--R) |
| Ten-Minute Box | [NEW Ten Minute Box](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjZ292yncL8AhUGRsAKHbSXB4AQFnoECA8QAQ&url=https%3A%2F%2Fwww.fiveminutebox.co.uk%2Fproduct%2Ften-minute-box%2F&usg=AOvVaw1x4IBdSy37OYUj26zxf_sa) |
| THRASS | [THRASS - Teaching Handwriting Reading And Spelling Skills](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjv743imML8AhUKQ0EAHXhABbYQFnoECAgQAQ&url=https%3A%2F%2Fwww.thrass.co.uk%2F&usg=AOvVaw3a7mzrkS0QRUd01pLpGdzo) |
| Toe by Toe | [Toe By Toe - A highly structured phonics-based reading manual](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwip-qnymML8AhWYQ0EAHXmkDkoQFnoECAkQAQ&url=https%3A%2F%2Ftoe-by-toe.co.uk%2F&usg=AOvVaw3T741V7rciGjjfMvgGnctY) |
| Word Wasp | [Literacy Books | The Word Wasp | Hornet Literacy Primer](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwij7ZOVmcL8AhU0olwKHezmAG4QFnoECAoQAQ&url=https%3A%2F%2Fwww.wordwasp.com%2F&usg=AOvVaw19iMXJPMYqec-pYAUZP_Ga) |
| **Mathematics Interventions** | |
| 1stClass@Number | [1st Class @ Number - WordPress.com](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj-15XencL8AhVDilwKHTepDmYQFnoECBoQAQ&url=https%3A%2F%2Fnsmathshub.wordpress.com%2F1st-class-number%2F&usg=AOvVaw0R51TCY7udQuOWZkFt926I) |
| Effective Maths | <https://www.effectivemaths.com/post/number-bonds-intervention-programme> |
| Max’s Marvellous Maths | [Max's Marvellous Maths - MiniMaths](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiAorv9ncL8AhWIM8AKHXVSBaEQFnoECAoQAQ&url=http%3A%2F%2Fminimaths.club%2Fmaxs-marvellous-maths%2F&usg=AOvVaw0ynPB9OJkgexYQbnz1P0uC) |
| NCETM | <https://www.ncetm.org.uk/> |
| Number Box | [The Number Box - Five Minute Box](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjRje-PnsL8AhWUg1wKHfWOCoIQFnoECBQQAQ&url=https%3A%2F%2Fwww.fiveminutebox.co.uk%2Fthe-five-minute-number-box%2F&usg=AOvVaw1hN3k1NvUDbrIPvgOV66ma) |
| Number Stacks | [Number Stacks – Making sense of numbers](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiRt66knsL8AhWMFMAKHeMeBysQFnoECAkQAQ&url=https%3A%2F%2Fwww.numberstacks.co.uk%2F&usg=AOvVaw2OQ9eQVLdVBSivNo7kQDB3) |
| Numbers count | [Numbers Count - Every Child Counts - Edge Hill University](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjcm77ExcT8AhVvSkEAHWZfB1gQFnoECAgQAQ&url=https%3A%2F%2Feverychildcounts.edgehill.ac.uk%2Fmathematics%2Fnumbers-count%2F&usg=AOvVaw1y2bhU_fPQOeGxNaLgxaqd) |
| Numicon | [Numicon, Primary School Maths Resources](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi0zOHCnsL8AhXSPsAKHREEBkUQFnoECAkQAQ&url=https%3A%2F%2Fglobal.oup.com%2Feducation%2Fcontent%2Fprimary%2Fseries%2Fnumicon%2F&usg=AOvVaw176ypHB6XqzRR_zxMzBUet) |
| On Track Maths | [Maths Primary Resources - On Track Maths Series - Rising Stars](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjkkL_On8L8AhVXPcAKHbIQBHAQFnoECBEQAQ&url=https%3A%2F%2Fwww.risingstars-uk.com%2Fseries%2Fon-track-maths&usg=AOvVaw3aCY5JqLNJSEkUW6dRqH2r) |
| Perform with Times Tables | [Perform with Times Tables - 123 Learning](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwip2YHnn8L8AhX6TkEAHRS8BccQFnoECAsQAQ&url=https%3A%2F%2Fwww.123learning.co.uk%2Fperform-with-times-tables&usg=AOvVaw0R8XSAUf58y3W4hBd8qO4h) |
| Plus 1 | [Plus 1 Book - Help with basic maths skills - 123 Learning](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjkwa75n8L8AhXKilwKHcFIAugQFnoECA4QAQ&url=https%3A%2F%2Fwww.123learning.co.uk%2Fplus-1-book&usg=AOvVaw0M6_Y9HfDwGd8LqmJdFryN) |
| Power of 2 | [Power of 2 Book - proven maths support program | 123 Learning](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiDp7qLoML8AhWUUsAKHW_vDO4QFnoECDMQAQ&url=https%3A%2F%2Fwww.123learning.co.uk%2Fpower-of-2-book&usg=AOvVaw2utzaoXavvSmZH8tF5kGDG) |
| Rapid Maths | [Rapid Maths - Pearson Schools](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjyt4qjoML8AhUTecAKHY1aAwkQFnoECAkQAQ&url=https%3A%2F%2Fwww.pearsonschoolsandfecolleges.co.uk%2Fprimary%2Fsubjects%2Fmathematics%2Frapid-maths-3&usg=AOvVaw2y6Le6iI8nARUMU39vsBZa) |
| Secure Maths | [Secure Maths - Collins](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi804KxoML8AhWHbcAKHS0UAi8QFnoECAsQAQ&url=https%3A%2F%2Fcollins.co.uk%2Fcollections%2Fsecure-maths&usg=AOvVaw1bF9-56VrAOVvBL24XL6ph) |
|  |  |
| **Useful Resources** | |
| Useful Websites for Resources | Dyslexia Shop - [www.thedyslexiashop.co.uk](http://www.thedyslexiashop.co.uk)  Special Direct [www.tts-group.co.uk/primary/sen-special-direct](http://www.tts-group.co.uk/primary/sen-special-direct)  LDA [www.ldalearning.com](http://www.ldalearning.com)  Crossbow Education [www.crossboweducation.com](http://www.crossboweducation.com)  Sensory Direct [www.sensorydirect.com](http://www.sensorydirect.com) |
| Pencil grips  <https://www.tts-group.co.uk/pencil-grips-starter-selection-pack-/1008640.html> | decorativedecorative |
| Memory aids  <https://www.tts-group.co.uk/>   * Talking Tin * Sound buttons * Recordable Talking Pegs * Recordable Postcards | decorative decorative decorative decorative |
| Concentration  <https://www.sensorydirect.com/>  <https://www.cheapdisabilityaids.co.uk/>   * Sensory Fiddles * Wobble Cushion * Weighted lap pad * Move n Sit Cushion * Privacy Board | decorative decorative decorative decorative decorative |
| Concentration  <https://www.sensorydirect.com/>  <https://www.cheapdisabilityaids.co.uk/>   * Wiggle Wobble Chair * Standing desk * Fidgety Feet * Ear defenders | decorativedecorativedecorativedecorative |
| Reading rulers/Reading Window  <https://www.crossboweducation.com/> | decorative decorative |
| Coloured paper/books | <https://www.crossboweducation.com/> |
| Sloping boards  <https://www.tts-group.co.uk/>  <https://www.ldalearning.com/> | decorative decorative |
| Rulers  <https://www.hope-education.co.uk/>  <https://www.thedyslexiashop.co.uk/>   * Crocodile Ruler * Easy Grip Ruler | decorativedecorative |
| Pencils & Ergonomic pens  <https://www.tts-group.co.uk/>  <https://www.thedyslexiashop.co.uk/>  <https://www.hope-education.co.uk/>   * Stabilio (Left and Right - Handed) * Bic (Left and Right- Handed) | decorative decorative decorative |
| High Interest/Low ability reading books  [www.badgerlearning.co.uk](http://www.badgerlearning.co.uk)  [www.barringtonstoke.co.uk](http://www.barringtonstoke.co.uk)  [www.pandorabooks.co.uk](http://www.pandorabooks.co.uk)  [www.ransom.co.uk](http://www.ransom.co.uk)  [www.phonicbooks.co.uk](http://www.phonicbooks.co.uk) | Catch Up Literacy |
| Scissors  <https://www.hope-education.co.uk/>  <https://www.tts-group.co.uk/>   * Easy grip * Dual control | decorative |
| Fine Motor Skills  <https://www.tts-group.co.uk/>   * Fine Motor Skills Activity Box |  |
| Handwriting  <https://www.ldalearning.com>  <https://msl-online.net/product/msl-handwriting-rescue-scheme/>  <https://writedancetraining.com/>   * Write From The Start * PenPals * Write Dance * Handwriting Rescue Scheme |  |
| Phonics  <https://www.smartkids.co.uk/>  <https://www.hope-education.co.uk/>  <https://www.tts-group.co.uk/>   * Magnetic Letters * Magnetic Board * Alphabet Arc * Phoneme Frames * Phonix Cubes |  |
| Phonological Awareness  [1 4pg cover (yesataretelearningtrust.net)](https://www.yesataretelearningtrust.net/Portals/0/The_Ultimate_Guide_.pdf) | The Ultimate Guide to Phonological Awareness book- free download  <https://www.yesataretelearningtrust.net/Portals/0/The_Ultimate_Guide_.pdf> |
| Sentence Structure [Jigsaw Whiteboards - The Consortium Education](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiVxeG74MT8AhWSTsAKHZUyAq8QFnoECBEQAQ&url=https%3A%2F%2Fwww.consortiumeducation.com%2Frange%2FJigsaw-Whiteboards&usg=AOvVaw2JgynkSKz1V5HbXdNVYcQa)[Colourful Semantics - Integrated Treatment Services](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjHgfrK4MT8AhWNUsAKHRJjDyEQFnoECBEQAQ&url=https%3A%2F%2Fwww.integratedtreatmentservices.co.uk%2Four-approaches%2Fspeech-therapy-approaches%2Fcolourful-semantics-2%2F&usg=AOvVaw2MGNCCVRMvsR1WIcKcCZ_M) <https://www.tts-group.co.uk/>   * Jig saw Whiteboards * Colourful Semantics * Sentence Strips | decorative decorative |
| Spelling Dictionaries  <https://www.hope-education.co.uk> | decorative decorative decorative    <https://www.barringtonstoke.co.uk/books/school-spelling-dictionary/> |
| Oaka Books  <https://www.oakabooks.co.uk/> | The Oaka System helps visual learners retain focus and interest. There are three methods of learning in each topic pack that help to increase the long- term memory recall needed for exams as well as presenting information in a clear and easy to understand format.  KS 1 -4 available |
| Scanning Pens | Scanning pens which supports readers who find the process of reading difficult. [www.scanningpens.co.uk](http://www.scanningpens.co.uk/) These can be purchased at a cost of around £210 each.  decorative |
| Task chunking [Buy Task Slicing Tool | TTS](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiy39L74MT8AhWRh1wKHR3SDt8QFnoECBIQAw&url=https%3A%2F%2Fwww.tts-group.co.uk%2Ftask-slicing-tool%2F1013550.html%23%3A~%3Atext%3Dwith%2520hearing%2520loss-%2CTask%2520Slicing%2520Tool%2Cskills%2520and%2520raise%2520self%252Desteem.&usg=AOvVaw0V-qtRyxTu3BRMceR1S5-a)  * Task Slicer * Task Trays * Work Station | decorativedecorative |
| Timers  <https://www.hope-education.co.uk/>  <https://www.tts-group.co.uk/> |  |
| Mathematics [Numicon | Shapes, Resources & Activities - TTS](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjeqZCX4sT8AhWNWcAKHeZ4DBUQFnoECCYQAQ&url=https%3A%2F%2Fwww.tts-group.co.uk%2Fbrands%2Fnumicon%2F&usg=AOvVaw1qdMl2fs-PRqVJkXIIL14K) <https://www.hope-education.co.uk/>   * Numicon * Place Value Counters * Rekenrek abacus * Flexitable Multiplication grid | Numicon: Box of 80 Numicon Shapes |
| **Computer Software Programs** | |
| Accelerated maths | [Accelerated Maths - UK, Ireland and International](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiE6tq6w8T8AhWFQEEAHWuTDCIQFnoECAkQAQ&url=https%3A%2F%2Fwww.renlearn.co.uk%2Faccelerated-maths%2F&usg=AOvVaw2B7oxwQQyFygb2QgW1V2Ex) |
| Accelerated Reader | [Accelerated Reader - Overview - Renaissance Learning](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiY7YyPu8T8AhURmVwKHWuCB2cQFnoECAoQAQ&url=https%3A%2F%2Fwww.renaissance.com%2Fproducts%2Faccelerated-reader%2F&usg=AOvVaw0GHwunxg8ng5WBPHTGwT2S) |
| ClaroRead | [ClaroRead - Text to Speech Software - Texthelp](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwihyKDCusT8AhWVEMAKHfwEB5YQFnoECAgQAQ&url=https%3A%2F%2Fwww.texthelp.com%2Fen-gb%2Fsolutions%2Fdsa%2Fclaroread%2F&usg=AOvVaw2jwNcBr-7ILp4kHFJxpIEE) |
| Clicker Talk | [Clicker Talk for iPad and Chromebook | Crick Software](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj-gamAusT8AhVMUcAKHZAjCFwQFnoECBMQAQ&url=https%3A%2F%2Fwww.cricksoft.com%2Fuk%2Fclicker%2Fapps%2Ftalk&usg=AOvVaw14gXhXAyeRdE4lf3M2cnKs) |
| Clicker Books | [Clicker Books for iPad and Chromebook - Crick Software](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiykcOPusT8AhWMWcAKHZdJCfoQFnoECAoQAQ&url=https%3A%2F%2Fwww.cricksoft.com%2Fuk%2Fclicker%2Fapps%2Fbooks&usg=AOvVaw3OOtMuyqStT5IB8KfEnU47) |
| Clicker Writer | [Clicker Writer for iPad and Chromebook | Crick Software](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiuv5OfusT8AhUSkFwKHWKuDgEQFnoECBEQAQ&url=https%3A%2F%2Fwww.cricksoft.com%2Fuk%2Fclicker%2Fapps%2Fwriter&usg=AOvVaw3BleJugg8zmgPoF8s94CvQ) |
| Clicker 8 | [Clicker 8 - Literacy Software](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjZqcerusT8AhWXRUEAHb-4Ce0QFnoECAkQAQ&url=https%3A%2F%2Fwww.cricksoft.com%2Fuk%2Fclicker%2F8&usg=AOvVaw3VZzUlpTWmxWO2L4XJ0Dfj) |
| DocsPlus | [DocsPlus - Educational Software](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjPtvG1usT8AhUtTEEAHf4FB_kQFnoECAkQAQ&url=https%3A%2F%2Fwww.cricksoft.com%2Fuk%2Fdocsplus&usg=AOvVaw0B7mhwXR405zc-BXpLx0Ix) |
| Dragon Naturally Speaking | [Dragon - The World's #1 Speech Recognition Software - Nuance](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjx0_3OusT8AhWEaMAKHesVC0kQFnoECAsQAQ&url=https%3A%2F%2Fwww.nuance.com%2Fen-gb%2Fdragon.html&usg=AOvVaw3u6SEOePflSFrjVDSMDaYe) |
| Dyslexia Gold | [Dyslexia Gold](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjvl4-6u8T8AhUMSUEAHYdeDAsQFnoECAgQAQ&url=http%3A%2F%2Fdyslexiagold.co.uk%2F&usg=AOvVaw3Y9GEcLr-62DwC7ZR_3yBF) |
| GoLexic | [GoLexic: Solution to help dyslexia and reading difficulties](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjh44n_u8T8AhWVilwKHaUwDp4QFnoECBgQAQ&url=https%3A%2F%2Fwww.golexic.com%2F&usg=AOvVaw2JTyEHZVU_DSSAsof90PHr) |
| IDL Literacy | [IDL: Literacy Software, Numeracy Software and Dyscalculia ...](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi-uJHJu8T8AhUTg1wKHYscBLcQFnoECAgQAQ&url=https%3A%2F%2Fidlsgroup.com%2F&usg=AOvVaw1rZz0bws982bdlBs7KLTHQ) |
| Immersive Reader and Dictate in Microsoft 365 | <https://www.office.com/> |
| Lexia Core 5 | [Lexia Core5 Reading | Lexia Learning](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj-5-yqu8T8AhUvQEEAHc5LBHUQFnoECAsQAQ&url=https%3A%2F%2Fwww.lexialearning.com%2Fcore5&usg=AOvVaw3yMLBhFO0-_uTUtYf15rf-) |
| Lexplore | [Home | Lexplore | Systematic reading development](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj0v8bvu8T8AhWOYMAKHXd7DqQQFnoECAgQAQ&url=https%3A%2F%2Flexplore.com%2Fen-gb%2F&usg=AOvVaw2tSedTNulVOVOYBK8Uvxfa) |
| Mathletics | <https://www.mathletics.com/uk/> |
| Nessy | [Nessy: Literacy support for dyslexia that follows the Science of ...](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj0xJrTm8L8AhUwQUEAHRTzAccQFnoECAsQAQ&url=https%3A%2F%2Fwww.nessy.com%2F&usg=AOvVaw2Dmk79Ia0qusB6H8xuxEh7) |
| Number Shark | <https://www.wordshark.co.uk/numbershark/> |
| Numbots | <https://numbots.com/> |
| Reading Eggs | <https://readingeggs.co.uk/> |
| Reading Plus | [Reading Plus - Adaptive Literacy Program - Hybrid Learning](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiAsK3fu8T8AhWFglwKHf_wAW4QFnoECC4QAQ&url=https%3A%2F%2Fwww.readingplus.com%2F&usg=AOvVaw1YMQIUvnGnvCeFPfnNBHkx) |
| Read and Write Gold | [Texthelp Read and Write Gold 12 by Enabling Technology](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi1pIrcusT8AhWZi1wKHXk6BTMQFnoECC4QAQ&url=https%3A%2F%2Fenablingtechnology.com%2Ftexthelp-read-write%2Ftexthelp-read-and-write-gold-v12-1-year-subscription&usg=AOvVaw1QcY0vEZyUT5RxNB6paD59) |
| Spelling Shed app | <https://www.spellingshed.com/en-gb/> |
| Touch Type Read and Spell | [Touch-type Read and Spell (TTRS) | readandspell.com](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi7z8r-usT8AhWabcAKHbKlAP4QFnoECAkQAQ&url=https%3A%2F%2Fwww.readandspell.com%2F&usg=AOvVaw1fVpLFIz6R5zDdy37g0CJr) |
| TT Rockstars Times Tables Rock Stars | [Times Tables Rock Stars](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj4zIHBoML8AhXTRMAKHfU1DHEQFnoECAkQAQ&url=https%3A%2F%2Fttrockstars.com%2F&usg=AOvVaw3vhT4Dn8uiGriHbuxcctm0) | |
| **Useful Assessments** | |
| PIVATS | [PIVATS - Lancashire County Council](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjHjqiJpML8AhUSg1wKHYnEBdMQFnoECAgQAQ&url=https%3A%2F%2Fwww.lancashire.gov.uk%2Fpupiltracker%2Fpivats%2F&usg=AOvVaw1Ib4DcOFN_POxuT2uiJW2C) |
| B -Squared | [Simplify Pupil Tracking with B Squared Assessment Software](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiyjNCWpML8AhUUWsAKHYf-CvoQFnoECAgQAQ&url=https%3A%2F%2Fwww.bsquared.co.uk%2F&usg=AOvVaw0sfeCDh0Fips_tyNE8kywt) |
| SAS Small Steps Attainment Indicators Years 1-6 | Please ask a Specialist Advisory Teacher for further information |
| SAS Small Steps Years 1 - 6 | Please ask a Specialist Advisory Teacher for further information |
| SAS Pre-Key Stage Attainment Strands (PAS) | Please ask a Specialist Advisory Teacher for further information |
| **GL Assessments** include YARC, Rapid, CoPS and LASS, Dyscalculia Screener and Sandwell Early Numeracy Test (SENT), New Group Reading Test, New Group Spelling Test, Phonological Assessment Battery, British Picture Vocabulary Scale & Wellcomm | https://www.gl-assessment.co.uk/ |
| Aston Index | https://www.hope-education.co.uk/product/sen/dyslexia/interventions/aston-index-test/he1005509 |
| NFER | https://www.resources.nfer.ac.uk/ |
| Visual Stress Assessment Pack | https://www.crossboweducation.com/ |
| Expressive Language -Renfrew Language Scales Assessment | [The Renfrew Action Picture Test | Expressive language skills](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj0gqWcpcL8AhXcTEEAHS7dCfgQFnoECAoQAQ&url=https%3A%2F%2Fwww.ndcs.org.uk%2Finformation-and-support%2Fbeing-deaf-friendly%2Finformation-for-professionals%2Fassessments-for-deaf-children-and-young-people%2Flanguage-skills%2Fthe-renfrew-action-picture-test-5th-edition%2F&usg=AOvVaw0ym7pbp1U9KYHpoKnDKb6d&cshid=1673535510498726) |
| Receptive Language- British Picture Vocabulary Scale (BVPS) | [British Picture Vocabulary Scale - GL Assessment](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjS8ObnpcL8AhWRlFwKHWkaDVoQFnoECBkQAQ&url=https%3A%2F%2Fwww.gl-assessment.co.uk%2Fproducts%2Fbritish-picture-vocabulary-scale-bpvs3%2F&usg=AOvVaw26o3utku5lqMEl_iWCmv7F) |
| Reading -The Salford Reading Test | [Salford Sentence Reading and Comprehension Test](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjVt6-XpsL8AhWFdcAKHdKZCI8QFnoECAwQAQ&url=https%3A%2F%2Fwww.hoddereducation.co.uk%2Fnew-salford-sentence-reading-test&usg=AOvVaw2Y87qJUhC-Sn_4NrKIMmnX) |
| Reading-York Assessment of Reading for Comprehension (YARC) | [York Assessment of Reading for Comprehension (YARC)](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiVtb_fpsL8AhWUg1wKHdqKCa0QFnoECAwQAQ&url=https%3A%2F%2Fwww.gl-assessment.co.uk%2Fassessments%2Fproducts%2Fyarc%2F&usg=AOvVaw128Bzq_8SH4itPCutCogfV) |
| Reading- The Hodder Group Reading Test | [Hodder Group Reading Tests - Assess Reading Comprehension](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiiocLKqML8AhXEUMAKHYQKCv4QFnoECBgQAQ&url=https%3A%2F%2Fwww.hoddereducation.co.uk%2Fhoddergroupreadingtests&usg=AOvVaw0xPQb-SZmTrYrEOtX5ETzb) |
| Reading: PiRA (Progress in Reading and Language Assessment) | [New PiRA - Progress in Reading Assessments For KS1 & KS2](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjvmNLzqML8AhUVilwKHaq7DB8QFnoECBUQAQ&url=https%3A%2F%2Fwww.risingstars-uk.com%2Fseries%2Fassessment%2Frising-stars-pira-tests&usg=AOvVaw0kBbdQpGrkiz15NQI8YpnS) |
| Spelling- The Helen Arkell Spelling Test | [Helen Arkell Spelling Test (HAST 2) - Word Spelling Test](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjF2cevqsL8AhXBh1wKHVKWCRkQFnoECBAQAw&url=https%3A%2F%2Fhelenarkell.org.uk%2Fproduct%2Fhelen-arkell-spelling-test-hast-2%2F%23%3A~%3Atext%3DThe%2520Helen%2520Arkell%2520Spelling%2520Test%2Cin%2520schools%2520and%2520diagnostic%2520assessments.&usg=AOvVaw0pBxLzxxgFKcTOhGfJJBoJ) |
| Spelling -Vernon graded word spelling test | [Graded Word Spelling Test 3rd edn - Hodder Education](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiDlMbKqsL8AhWYdcAKHUMDCYwQFnoECAwQAQ&url=https%3A%2F%2Fwww.hoddereducation.co.uk%2FProduct%2F9780340913291.aspx&usg=AOvVaw0pCsFfSm3PU7d2Z9sV6232) |
| Combined Reading, Spelling and Mathematics-Wide Range Achievement Test (WRAT 5) | [Wide Range Achievement Test, Fifth Edition (WRAT5)](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjpka3vqsL8AhUSbsAKHfdyAkIQFnoECAkQAQ&url=https%3A%2F%2Fwww.pearsonclinical.co.uk%2Fstore%2Fukassessments%2Fen%2Fwide-range%2FWide-Range-Achievement-Test-C-Fifth-Edition%2Fp%2FP100009130.html&usg=AOvVaw0pAybrHjMk2vCW47VbidW3) |
| Combined Reading and Spelling- Literacy Assessment Online | [Literacy Assessment Online | Quickly measure, track ...](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiAp5r_qsL8AhVyoFwKHcC0BOcQFnoECAkQAQ&url=https%3A%2F%2Fwww.literacyassessment.co.uk%2F&usg=AOvVaw1enpnyYYW_UHByn-5xqJyP) |
| Processing Skills- Phonological Assessment Battery (PhAB) | [Phonological Assessment Battery - GL Assessment](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjhspamq8L8AhUMEcAKHVfrABMQFnoECAoQAQ&url=https%3A%2F%2Fwww.gl-assessment.co.uk%2Fassessments%2Fproducts%2Fphab2%2F&usg=AOvVaw2B81YBuW04v5RVltgFpMBk) |
| Processing Skills: The Comprehensive Test of Phonological Processing (CTOPP) | [Comprehensive Test of Phonological Processing 2 (CTOPP-2)](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjuzK29q8L8AhW3QkEAHV1JAzUQFnoECAoQAQ&url=https%3A%2F%2Fwww.pearsonclinical.co.uk%2Fstore%2Fen%2Fp%2FP100009101.html&usg=AOvVaw0qeV3-WPq3-8JbArYT5H3K) |
| Visual Processing: Test of Visual Processing Skills (TVPS) | <https://www.annarbor.co.uk/> |
| Writing- Detailed Assessment of Speed of Handwriting (DASH) | [Detailed Assessment of Speed of Handwriting - Pearson Clinical](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiU0_zsrML8AhWZQkEAHW_FCjMQFnoECAgQAQ&url=https%3A%2F%2Fwww.pearsonclinical.co.uk%2FAlliedHealth%2FPaediatricAssessments%2FPerceptualFineMotorDevelopment%2FDetailedAssessmentofSpeedofHandwriting%2FDetailedAssessmentofSpeedofHandwriting.aspx&usg=AOvVaw3mc8XUMryuCqCuzPQ_ZxN3) |
| Maths- Sandwell Early Numeracy Test (SENT) | [Sandwell Early Numeracy Test - GL Assessment](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj-gIr9rML8AhUlQkEAHTKsA18QFnoECBAQAQ&url=https%3A%2F%2Fwww.gl-assessment.co.uk%2Fassessments%2Fproducts%2Fsandwell-early-numeracy-test%2F&usg=AOvVaw0nl8h0UMcxuiFGGXnaN7Le) |
| Diagnostic Interview in Number Sense (DINS) | <https://www.abebooks.co.uk/Diagnostic-interviews-number-sense-one-to-one-assessments/30966921047/bd> |
| WellComm Speech and Language Toolkit | <https://www.gl-assessment.co.uk/assessments/products/wellcomm/> |
| Maths: Progress in Understanding Mathematics Assessment (PUMA) | [New PUMA - Progress in Maths Assessments For KS1 & KS2](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjrlfTprcL8AhUMY8AKHdZrAFwQFnoECAkQAQ&url=https%3A%2F%2Fwww.risingstars-uk.com%2Fsubjects%2Fassessment%2Frising-stars-puma&usg=AOvVaw2ymgRgf63NgwAdv6tSV8Ok) |
| **Useful Educational Websites** | |
| **Primary English** | |
| ICT Games - Literacy, Maths & topic.  Printable resources available | <http://www.ictgames.com/> |
| Phonics Play - Follows Letters & Sounds Phases 1- 6  Section for parents  Printable resources | [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk/) |
| Reading games- phonics/reading sentences  Available as an app (£4.99) | [www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com/) |
| KS1 & 2 Phonics games - for Phases 1 -6 | [www.phonicsbloom.com](http://www.phonicsbloom.com/)  [www.letters-and-sounds.com](http://www.letters-and-sounds.com/)  [http://www.epicphonics.com](http://www.epicphonics.com/) |
| Teaching resources & activities/games for home. Free e- books | [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk/) |
| Spelling resource/programme | <https://uk.spellodrome.com/>  <https://spellingframe.co.uk/> |
| Nessy – whole class, phonics, maths, typing and early reading instruction for children with or without dyslexia | <http://www.nessy.com/> |
| Mr MC - general resources for Early Years and Primary | <http://www.mrmcmakingmemories.com/> |
| Reading Eggs – resources for teaching children to read | <https://readingeggs.co.uk/> |
| The Literacy Shed is home to a wealth of visual resources – it provides high quality resources that can be used in stand-alone literacy lessons, can form the basis for a whole Literacy unit or can support literacy units that you already have in place | <https://www.literacyshed.com/> |
| Homework Help for parents with children aged 3 to 11 | <https://collins.co.uk/pages/revision-homework-help> |
| A comprehensive guide to teaching handwriting – guidance for schools and home | <https://teachhandwriting.co.uk/> |
| Reception to Y13 personalised learning in Mathematics and English | <https://uk.ixl.com/> |
| Range of resources and revision support | <https://www.bbc.co.uk/bitesize> |
| **Primary Mathematics** | |
| ICT Games - Literacy, Maths & topic.  Printable resources available | <http://www.ictgames.com/> |
| Times tables practise | [http://www.timestables.co.uk](http://www.timestables.co.uk/)  [http://www.ttrockstars.com](http://www.ttrockstars.com/)  [http://www.learn-timestables.com](http://www.learn-timestables.com/) |
| Teaching resources & activities/games for home. Free e- books | [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk/) |
| Online maths dictionary | <http://www.amathsdictionaryforkids.com/> |
| Online maths programme | <http://uk.mathletics.com/> |
| Maths lessons and missions | <https://myminimaths.co.uk/> |
| A range of games to support all 4 operations and memory skills | <http://www.multiplication.com./games/all-games> |
| KS2 maths games and worksheets | <https://mathsframe.co.uk/> |
| Videos, worksheets, 5-a-day, study cards etc. | <https://corbettmathsprimary.com/> |
| Created by Carol Vorderman to boost confidence with maths at home | <https://www.themathsfactor.com/> |
| Game based learning | <https://www.prodigygame.com/main-en/> |
| MathShed provides teaching tools that follow and complement White Rose Maths as well as a comprehensive range of online games and learning tools | <https://www.mathshed.com/> |
| Range of maths games covering all topics in mathematics | <https://www.coolmath4kids.com/> |
| Free and accessible educational games for Literacy, Numeracy, Time, Money, Memory & Typing | [www.doorwayonline.org.uk](http://www.doorwayonline.org.uk/) |
| Range of resources and revision support | <https://www.bbc.co.uk/bitesize> |
| KS1 & KS2 maths games | [www.crickweb.co.uk](http://www.crickweb.co.uk/) |
| **Secondary** | |
| Range of resources and support | <https://www.pearson.com/uk/learners/secondary-students-and-parents.html> |
| Range of resources and revision support | <https://www.bbc.co.uk/bitesize> |
| Reception to Y13 personalised learning in Mathematics and English | <https://uk.ixl.com/> |
| A comprehensive guide to teaching handwriting – guidance for schools and home | <https://teachhandwriting.co.uk/> |
| The Literacy Shed is home to a wealth of visual resources – it provides high quality resources that can be used in stand-alone literacy lessons, can form the basis for a whole Literacy unit or can support literacy units that you already have in place | <https://www.literacyshed.com/> |
| MathShed provides teaching tools that follow and complement White Rose Maths as well as a comprehensive range of online games and learning tools | <https://www.mathshed.com/> |
| ICT Games - Literacy, Maths & topic.  Printable resources available | <http://www.ictgames.com/> |
| Range of free resources and more | <https://www.stem.org.uk/home-learning> |
| Lessons and support for teachers | <http://www.thenational.academy/> |
| Tasks, activities and games for mathematics | <https://nrich.maths.org/secondary> |
| **Other Curriculum Areas** | |
| Activities, games and resources to support a range of curriculum subjects | [http://www.primaryhomeworkhelp.co.uk](http://www.primaryhomeworkhelp.co.uk/)  <http://www.twinkl.co.uk/>  <http://www.topmarks.co.uk/>  <http://www.familylearning.org.uk/>  [http://www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk/)  <https://classroomsecrets.co.uk/>  <http://www.thenational.academy/>  [http://www.crickweb.co.uk](http://www.crickweb.co.uk/)  <http://www.primaryleap.co.uk/>  <https://www.activityvillage.co.uk/>  <https://kids.britannica.com/>  <https://kids.nationalgeographic.com/homework-help>  <https://www.natgeokids.com/uk>  [http://www.learningwithparents.com](http://www.learningwithparents.com/)  <https://www.satstestsonline.co.uk/>  <https://www.duolingo.com/>  <https://scratch.mit.edu/explore/projects/games>  <https://www.jumpstartjonny.co.uk/free-stuff>  [www.tes.com](http://www.tes.com/)  [www.twinkl.co.uk](http://www.twinkl.co.uk/) |
| Games and activities to support visual processing | [www.eyecanlearn.com](http://www.eyecanlearn.com/) |
| Games to support memory | [www.activityvillage.co.uk/memory-games](http://www.activityvillage.co.uk/memory-games)  [icebreakerideas.com/memory-games](https://icebreakerideas.com/memory-games) |
| Resources and games to support EAL learners | <http://learnenglishkids.britishcouncil.org/>  <http://www.ealhub.co.uk/>  <http://fun2think.com/teacher-training/eal-teacher-resources/> |
| **Professional Websites** | |
| Call Scotland | [www.callscotland.org.uk](http://www.callscotland.org.uk) |
| British Dyslexia Association | [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) |
| Dyslexia Action | [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk) |
| Dyspraxia Foundation | [Dyslexia Foundation](http://dyslexiafoundation.co.uk/) |
| ADHD Foundation | [Home - ADHD Foundation : ADHD Foundation](https://www.adhdfoundation.org.uk/) |
| Education Endowment Foundation | [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/) |
| NASEN | [Cognition and Learning | Whole School SEND](https://www.wholeschoolsend.org.uk/page/cognition-and-learning) |
| TES | <https://www.tes.com/en-gb> |

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**Glossary of Terms**

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| **Abbreviation** | **Explanation** |
| CYP | Child and Young Peron or Children and Young People |
| C&L | Cognition and Learning |
| APDR | Assess, Plan, Do, Review |
| EP | Educational Psychologist |
| SAS | Specialist Advisory Service |
| CoP | Code of Practice |
| EHC Plan | Education Health and Care Plan |
| IEP, PSP | Individual Education Plan, Pastoral Support Plan |
| SEND | Special Educational Needs and Disability |
| SENDCo | Special Educational Needs and Disability Co-ordinator |
| PEP | Personal Education Plan |
| EBBSA | Emotionally Based School Avoidance / Emotionally Based Barriers to School Attendance |