

Specific Learning Difficulties Support Service High Incidence Needs Team Northumberland Inclusive Education Services

'About us'

We are a small team of 3.1fte specialist teachers and 1 practitioner all with postgraduate qualifications in specific learning difficulties who are trained to assess children with persistent literacy or maths difficulties.

The service provides targeted support, advice, intervention, and training. We aim to use supportive, collaborative and creative approaches to develop a school or educational setting's expertise and practice in relation to meeting the persistent literacy and maths needs of their learners.

Schedule of Yearly Service Activity

- Individual Requests for Support
- Whole School Requests for Support
- Advice can be sought via our consultation line appointments available for Key Stage 2 and above for literacy and maths.
- *Please Note: requests for individual support cannot be made during the 2nd half of the summer term.*

Why schools would request support and at what point

Individual Requests for Support

When a school or setting has ongoing concerns about a pupil's progress in literacy or maths, we would advise that you initially use the Northumberland Literacy or Maths Screeners to help you create appropriate cycles of SEN support. The screeners can be located [here](#) and will help staff to focus on the specific needs and next steps for individual pupils. We provide comprehensive training on how to make best use of our tools to support the needs of learners with persistent literacy and maths needs in your school.

If a learner is consistently failing to make expected progress in literacy or maths and you have used the relevant screening tool to help you to implement and evaluate two cycles of SEN support it would then be appropriate to seek support from us.

Individual Support offered by the SpLD Support Service is available for learners in Key Stage 2 and above only. The support that can be requested from the service varies depending upon the year group that the child or young person is being taught in.

Please note: *there is no individual offer available from the Specific Learning Difficulties Team for pupils in Early Years or Key Stage 1.*

Request for Individual Support - Year 3 and above

- Where a school has concerns about a young person who is in Year 3 and above requests for individual support can be made.
- Please note: Two separate requests for support should be made if you wish to request both literacy and maths support.

Consultation Line

- If you have a learner who is experiencing persistent literacy or maths needs you can book a 30-minute telephone or video consultation to anonymously discuss their needs and receive advice, strategies and resources to support your next steps.
- 'An Individual Request for Support' form does **NOT** need to be submitted to book a consultation line appointment.
- Parental Consent does **NOT** need to be sought for consultation line appointments as no child or young person's name will be shared. You will outline the presenting difficulty and will be given suggestions for next steps.

Schools should request whole school support from us when they require:

- support linked to Specific Learning Difficulties (persistent literacy or maths needs) that are not related to a named individual such as learning walks, group/class/year group concerns or support with the implementation of whole school practices
- school based training relating to Specific Learning Difficulties

Schools should NOT request support from us in the following situations

- If a child or young person has a literacy need that is related to their understanding and use of spoken language.

How to request support

All referral forms and supporting documentation can be found at [Northumberland Specific Learning Difficulties Support Service](#) or [Northumberland Education](#)

Individual Requests for Support

- Complete the “NIES Request for Individual Pupil Support” form
- Provide evidence of 2 cycles of support which specifically targets the literacy or maths needs that are of concern
- Complete and include the ‘Northumberland Literacy or Maths Screener’ with your ‘Individual Request for Support’ form.
- Parental consent must be sought and submitted at the same time as the ‘Individual Request for Support’ form. The request for support will not be accepted without parental consent and all paperwork submitted to the service will be returned to the school or setting along with an email explaining why the request for support was declined.
- Requests for Support must evidence that a graduated response, as set out in the SEND Code of Practice, has been followed. Where not evidenced, communication will clearly explain why the request for support was declined.

Whole School Requests (Requests for any work not relating to a named individual learner).

Complete and submit the ‘NIES Whole School Request for Support’ form

What to expect from us

Consultation Line

- School staff can book a consultation with a member of the team to anonymously discuss a pupil’s need/s and receive advice, strategies and resources.

Requests for Individual Support

Support for individual learners will be planned and agreed with school staff according to context, for example:

- Pupil need
- Cycles of support already in place
- Status on the SEN register

It is a flexible mechanism by which all professionals can work together to target support in the most effective way. Each case will be different. Support from our service will vary accordingly and may include some or, in exceptional circumstances, all the following:

- Consultation with staff
- Observation of the pupil within school
- Gathering pupil and parent voice; ensuring that this is reflected in any advice or recommendations given
- Reflection & evaluation of current documentation, provision and interventions in place
- Signposting to appropriate resources and sources of information

- Input into SEN paperwork e.g. supporting school staff to write and/or review the next cycle of support
- Focused 1:1 intervention work with the pupil if the specialist teacher deems this to be appropriate. Any 1:1 intervention offer made will be time limited and short term with the key purpose of modelling the implementation of appropriate strategies and approaches to school staff so that the intervention can continue once the SpLD Support Team withdraws.
- Monitoring visits if required and deemed appropriate by the service.
- A written record outlining the advice and recommendations given and why.

Whole School Requests for Support

Whole school requests can relate to a group, cohort, class or the whole school need.

When a whole school request for support is received, a member of the Specific Learning Difficulties Support Team will contact the member of staff who submitted the request to discuss your specific requirements and arrange any appointments required.

This is a collaborative approach between the school and the SpLD team member involved. Support and input will be planned in consultation with you to ensure that what is offered is tailored to your bespoke needs.

Some examples of this work may include (but not limited to):

- Joint observations
- Learning walks
- Training
- Modelling of planned interventions and strategies
- Support with SEN paperwork

How we measure impact

- Impact is measured through the collation and analysis of data received from service evaluations provided by learners, school staff and parents following all forms of support – individual, group or via whole school support and training.
- When interventions are delivered by the SpLD Support Team, pupil progress is measured against the SMART targets set.
- Analysis of service data