



# Hertfordshire Specific Learning Difficulties e-Toolkit Secondary

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This is a dynamic resource to support secondary schools, students and their families in meeting the needs of learners with specific learning difficulties.

Resources will be added, so please keep referring as needed.

For your convenience we have added hyperlinks throughout the document, but we know that the internet is always evolving, so if you find a hyperlink that doesn't work please let us know by responding through the Local Offer feedback button on the home page, so we can fix it.

We also welcome 'tried and tested' resources, interventions and strategies from schools, learners and families so please, if you can recommend something you have used, please let your link SpLD teacher know!

# 1. Challenges and benefits for pupils with specific learning difficulties moving to secondary school

## Learners with specific learning difficulties may have:

- Weakness with working memory
- Slower processing of information which can make it harder to store and retrieve information. This may also affect speed of visual processing.
- Word reading, spelling and / or number difficulties.

They may also have other co-occurring difficulties such as anxiety.

Moving to secondary school can be a challenge for many students but may be especially hard for learners with additional needs.

These challenges can be addressed as part of **reasonable adjustments** for example:

- **Lots of new information**, often in verbal language format – this might include new vocabulary and new names

### Reasonable adjustments might include

- ✓ Provide written copies of information with photographs, maps, colour coded timetables etc. Sending this electronically reduces the risk of paper getting lost.
- ✓ Encourage pupils to jot down information and allow time for them to do this.

- **New routines** need to be established e.g. for PE kit, homework etc

### Reasonable adjustments might include

- ✓ Try a timetable by the front door, colour coding what is needed each day.
- ✓ Encourage learners to set alarms and reminders on phones or other devices, to remind them to take and give in work.
- ✓ See if there is a locker available in school to reduce what needs to be transported each day. Online homework systems like 'show my homework' can be helpful.
- ✓ Try a 'see through' pencil case to easily check if resources are inside

- **Finding way around**, following timetable.

### Reasonable adjustments might include

- ✓ Allow extra time to learn routes between buildings
- ✓ Set up a buddy system for moving between lessons.
- ✓ Colour code the timetable to match exercise books e.g. yellow for English

- **Tackling complex subject vocabulary**

### Reasonable adjustments might include

- ✓ If available from school, words can be broken into syllables for reading, then defined and a memory prompt made.
- ✓ Keep these words somewhere handy e.g. on the fridge and revise them regularly.

- **Quantity of written work**

Reasonable adjustments might include

- ✓ Establish when information can be presented as bullet points rather than prose.
- ✓ Practise touch typing and use assistive technology as part of the normal way of working if this is helpful to the learner.

There are also lots of **benefits** for learners with specific learning difficulties when moving to secondary schools.

- + Most secondary schools are much bigger than the primary schools, meaning there is a wider range of pupils to find 'like-minded' friends.
- + Many learners enjoy the routine of regular timetables.
- + The variety of lessons and specialist teaching enables learners to find subjects they enjoy and can excel in.
- + Extracurricular activities also help to develop interests and strengths and build confidence
- + Increased use of assistive technology for curriculum access can support reading, writing, spelling and organisation.

**Transition is easier** when all adults involved understand the nature of the pupil's learning strengths and needs. Schools should share in advance a copy of the EHCP and / or copies of recent provision maps or IEPs and a record of previous interventions that have been put in place.

### **Helpful resources to support transition**

It may be helpful to make use of some of the person centred tools, such as Helen Sanderson's found at: <http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

Good day, bad day or What is working/not working are both useful tools.

### **For Pupils**

Top tips for pupils moving on to secondary school is an easy-read guide that includes a checklist and poster to give young people simple ideas of how to prepare for the move to make it less stressful. [moving-on-top-tips-for-pupils.pdf \(mentalhealth.org.uk\)](#)

### **For Parents**

Some practical ideas for families, to help support their child to feel more prepared and able to cope with the move to secondary school. This resource complements the top tips for pupils.

[moving-secondary-school-17042013-d2146.pdf \(mentalhealth.org.uk\)](#)

### **For Teachers**

This guide is divided into good practice suggestions for primary and secondary school staff. Some of the ideas are very practical and can be achieved quickly, others may take a little more planning, and there are other suggestions to consider that will require strategic or systemic change.

[moving-on-15042013-d2125.pdf \(mentalhealth.org.uk\)](#)

## **Also**

### **For students with SEND and their families in Year 11**

This leaflet, produced by NASEN and funded by the Department for Education, is intended to help build partnership between families and schools. The aim is to provide families with questions to ask of schools, and to empower them in having successful planning discussions and securing next steps beyond Year 11.

[https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/securing\\_good\\_transitions\\_leaflet\\_final\\_web%20%282%29.pdf](https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/securing_good_transitions_leaflet_final_web%20%282%29.pdf)

## 2. Understanding and Identifying needs

**Assessing a student's needs can take place in a variety of formal and informal settings including:**

- Information from the primary school.
- Feedback and observations from subject teachers.
- Scores from Cognitive Assessment Tests (CATs) – be aware that these tests do not take into account slow processing speed and so can disadvantage students with an SPLD.
- Other standardised tests such as reading and spelling.
- APDR cycles – what's working well? What's not working so well? Why not?

**To establish the nature and extent of specific learning difficulties impacting in the classroom, consider these assessments:**

- **Working memory checklist** (Produced by the SpLD SEND SAS team in ISL) - quick checklist to note indicators of poor working memory in the classroom.
- **Phonological skills assessment** (Produced by the SpLD SEND SAS team in ISL) – to identify whether a student is experiencing difficulties with distinguishing and manipulating sounds. Weak phonological skills are a primary cause for reading and spelling difficulties.
- **Processing Speed Checklist** (Produced by the SpLD SEND SAS team in ISL) – a quick checklist of possible processing speed difficulties in the classroom.
- **Secondary Reading and Writing Assessment** (Produced by the SpLD SEND SAS team in ISL) - School based assessment of writing ability and phonics acquisition to support identification of targets and monitoring of progress,
- **Baseline Maths Assessment** – provides a baseline summary for basic number skills. Helps schools to identify teaching targets and to monitor progress.

[How to administer the SpLD Baseline Maths Assessment video](#)

**Useful standardised assessments may include:**

### Reading

#### ✓ **Diagnostic Reading Analysis**

[Diagnostic Reading Analysis - Assess Reading Accuracy \(hoddereducation.co.uk\)](http://hoddereducation.co.uk)

Produces standardised scores for listening and reading comprehension, contextual reading accuracy and speed, single word reading. Can be tricky to administer – for example, identifying the next reading passage.



#### ✓ **Yarc Secondary**

[YARC - GL Assessment \(gl-assessment.co.uk\)](http://gl-assessment.co.uk) assesses reading accuracy, comprehension and reading speed. Composed of graded fiction and non-fiction passages for reading aloud. Unknown words can be given to the student which aids comprehension for poor readers.



✓ **Online reading age test**

[KP\\_A4 Reading Test USA July 2019-3.pdf \(toe-by-toe.co.uk\)](#)

FREE Quick online single word reading test. Provides a reading age in years and months.



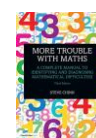
**Spelling**

- ✓ **Spelling HAST-2 | Books | Helen Arkell Dyslexia Centre.** Single word spelling test. Very easy to administer. Provides standardised score.



**Maths**

- ✓ **More Trouble with Maths – Steve Chinn –**  
[More Trouble with Maths: A complete manual to identifying and diagnosing mathematical difficulties — Steve Chinn –](#) A range of standardised tests and diagnostic activities. Includes a 15 minutes standardised maths test.



***This list is not exhaustive, but provides a starting point for a school setting up new assessment systems***

**Interpreting standardised scores**

Standardised scores are based on the principle that average (mean) is 100.

Low to high average can range between scores of 85 and 115.

Scores below 85 will highlight an area of weakness, whilst scores of above 115 would suggest above average abilities.

Scores below 79 indicate significant difficulties.

Some tests consist of sets of sub-tests. In this case, a composite score, which is an overall score bringing together the scores of a number of subtests, can be calculated.

Standardised tests can only ever give a snapshot of performance 'on the day' and should be interpreted in conjunction with other assessments and background information.

The table below sets out scores with descriptors as recommended by the Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS) and SpLD Assessment Standards Committee (SASC).

Standard score	Descriptive label
131 +	Very high average
121 – 130	Well above average
116 – 120	Above average
111-115	High average
90 – 110	Mid average
85 – 89	Low average
80 – 84	Below average
70 – 79	Well below average
69 or less	Very low

If you think a CYP may have unidentified difficulties and you would like to explore this further: consider using this excel tool [Neurodiversity profiler - Secondary \(Excel\) \(patoss-dyslexia.org\)](https://www.patoss-dyslexia.org) .

This was part of DfE commissioned work by PATOSS, Helen Arkell and Dyslexia Action to promote teaching for neurodiversity.

Click along the tabs at the bottom of the screen to find

✓ Introduction and instructions

**Instructions for using the Neurodiversity Profiler - Secondary Level.**  
**This version of the profiler is designed to be used with young people aged 12 - 16 years.**

The **Neurodiversity Profiler** provides a framework through which to observe behaviours which are often linked to Specific Learning Differences (SpLD) and other issues. It is designed to be used as part of a holistic profiling process in order to identify challenges and strengths. **It is not a diagnostic tool and should not be used as such.** However, if a pattern of behaviours is identified which is consistent with any particular condition(s), it may indicate the need to seek further assessment from an appropriate professional. Advice regarding this may be found in the accompanying booklet, 'Understanding Neurodiversity: A Guide to Specific Learning Differences'.

**Both parts of this profiler are designed to be completed in collaboration with the young person.** However, please be aware that it is neither necessary nor desirable to attempt to complete the entire profiler in one sitting! Be prepared, as you work through the questionnaire, to make a note of anything you consider to be especially interesting or revealing.

**The first part of this profiler, Part A,** aims to find out about difficulties the young person may be experiencing. Columns B and C contain behaviours commonly associated with a range of specific learning differences (SpLD) and indicate which SpLD each behaviour is associated with; it is recommended that these columns are only used for reference and stay hidden while completing the form with the young person. Column D contains the questions to be used; however, the wording provided can, and should, be modified if necessary to ensure that the young person understands what they are being asked.. Before completing the first part, you should explain that this form aims to find out about any difficulties they are experiencing at school or in their everyday life. For each behaviour, they should select '**not at all**', '**sometimes**', or '**often**' from the drop down list in column E.

When the list is completed, you can use the filtering tool in column E to see at a glance which behaviours apply (to do this, click on the arrow in cell E1).

Column C indicates the SpLD associated with each behaviour. To identify appropriate support strategies for each SpLD, you should refer to the notes provided on page 2 of this document, **Support Strategies**. An essential aspect of completing the profiler is the identification of next steps; therefore, a box has been provided at the end of this form for **Additional notes / comments and recommendations**. It is particularly important that support measures should be put in place immediately for any difficulties identified, even if further investigation has been recommended.

**The second part of the profiler, Part B,** aims to identify interests and potential learning strengths which can be used to support the young person's needs, confidence and self-esteem. Ask the young person to select the phrase that best matches the way they feel about each activity. Encourage them to insert additional interests at the end of the form if they have interests that haven't been included.

✓ Online profilers to establish difficulties and strengths e.g.

Area of difficulty	Associated conditions	Do you	Select	
Specific & Language	Continued difficulty with phonological awareness	Dyslexia, Developmental Language Disorder (DLD)	have difficulty making out the sounds of words?	
	Difficulty understanding jokes/figures of speech	Autism Spectrum Disorder (ASD), DLD	find it difficult to understand word play jokes or jokes with double meanings?	
	Slow to answer when spoken to, or needs to ask for information to be repeated	Dyslexia, DLD, Trauma	need to have information repeated before you 'get it'?	
	Difficulties learning and understanding more complicated vocabulary	Dyslexia, DLD	find longer, more complicated vocabulary difficult to learn?	
	Difficulties understanding non-literal language, e.g. idioms, metaphors, multiple meanings	DLD, ASD	find idioms, metaphors and words with more than one meaning difficult to understand?	
	Sentences sound muddled or confused	DLD	find that your sentences come out sounding muddled?	
	Longer pieces of speech or writing don't have enough detail or are hard to follow	DLD	find it difficult to put together a longer piece of writing or to talk for a long time?	
	Knows a word but can't remember it or says a word that's similar	DLD, Dyslexia	forget the word you're trying to say or mix it up with another that sounds similar?	
	Difficulty keeping up with conversations, including group conversations	DLD	have difficulty keeping up with conversations in a group?	

✓ First step reasonable adjustments organised by nature of difficulty, e.g.

**Dyslexia**

- Present the "big picture": use a top down rather than bottom up approach.
- Present information in a structured and cumulative way by building on, recapping and reinforcing existing knowledge.
- Make learning personal and meaningful. Relate new learning to the experiences and interests of the child / young person. Allow them to play an active role in coming up with ideas for learning - e.g. by making up their own mnemonics or by drawing pictures to aid memory.
- Allow extra 'think' time for processing information and formulating responses.
- Encourage learning by experience rather than being told.
- Use Assessment for Learning (formative assessment) to find out what they've already mastered and what they still need to learn.
- Use overlearning - recap information using different methods.
- Use multisensory methods - engage more than one sense at a time when presenting new information; e.g. ask the learner to say letter names out loud when they're writing a word; use movement or gestures to reinforce mathematical concepts such as addition or multiplication.
- Ensure materials are appropriately adapted; e.g. break large chunks of text down into bullet points; use visuals and diagrams to make information more memorable; avoid presenting information as black print on a white background.
- Be flexible and responsive to the needs of the learner. Try asking the learner what works for them and how they learn best.
- Draw attention to patterns in words; e.g. irregular spelling patterns - rough, tough, enough; prefixes and suffixes; rules for plural or -ed word endings.
- Foster a love of books and reading by ensuring there is a range of books and magazines on topics that reflect a variety of interests. Don't give an older child or young person books that they will find 'babyish'. Try using graphic novels to encourage an interest in books and reading.
- Check for visual stress if there appear to be physical problems with reading, and, if necessary, refer to an optometrist. Experiment with different coloured overlays and tinted paper.
- For further ideas, go to [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) or [www.dyslexia.io](http://www.dyslexia.io)

**Dyscalculia**

- Use 'concrete' materials and hands-on multisensory methods. e.g. cuisenaire rods, counters, sweets, etc.
- Point out patterns, e.g. in multiplication tables.
- Explain mathematical processes rather than just saying 'Do it like this.'
- Explain mistakes clearly and show how to correct them.
- Don't expect or rely on rote-learning. Many learners with SpLD have weak memory skills and won't be able to rely on memorising. It's much more useful to teach learners to use resources such as multiplication squares.
- Use over-learning and be prepared to repeat over and over again.
- Teach through games and use topics that interest and motivate the learner.
- Use everyday situations as learning opportunities, e.g. going to the supermarket, cooking and baking, laying the table, loading the dishwasher or washing machine.
- Teach in a structured and cumulative way, building up knowledge and understanding one step at a time.
- For further ideas, go to [www.bdadyslexia.org.uk/dyslexia/dyscalculia](http://www.bdadyslexia.org.uk/dyslexia/dyscalculia) or [www.ronitbird.com/dyscalculia](http://www.ronitbird.com/dyscalculia)

When difficulties have been established, the first step is to put in place [reasonable adjustments](#) to meet needs across the curriculum and ensure all adults involved with the pupil understand the nature of the difficulty and the reasonable adjustments which can be put into place immediately.



### 3. Inclusive teaching for decoding

This co-produced **guidance document** supports schools and parents in Hertfordshire to understand literacy difficulties including dyslexia and to respond appropriately:

#### **Guidance on identifying dyslexia and supporting children and young people**

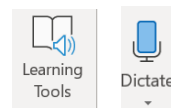
This **video training resource** has been produced to support schools and families in Hertfordshire to recognise and respond to dyslexia. **Recognising Dyslexia Webinar**

#### Assistive Technology

- **Computer Accessibility**

Most computer software packages now contain in-built features to support different accessibility needs. Most helpful for students with reading and spelling difficulties are the voice to text and read aloud features. Further information about how these can support the user and how to set them up can be found at:

- ✓ Accessibility features on Microsoft word video



- Accessibility and Learning Tools for Chromebook including ChromeVox, built in screen reader <https://www.callscotland.org.uk/downloads/posters-and-leaflets/chromebook-accessibility-and-learning-tools/>

- **Reader Pens**

These are pen sized, portable devices which can read out loud any printed text. Many also have dictionary function e.g:

- ✓ **CPEN** ReaderPen™ – A reading pen that reads text out aloud – C-PEN®



- **Apps**

These can enable the student to photograph printed text, then select the text and hear it spoken back. No internet connection is required e.g.

- ✓ **CLARO app** <https://www.clarosoftware.com/portfolio/claro-scanpen/>

- **Clicker**

Clicker is a word processing tool which can be used by all students. 1, 5, 10 or whole school licenses can be bought. It has read aloud functions enabling the student to listen to every word. Word banks can be created so that the student clicks on the whole word which is then added to their document. Clicker also has apps available to use on tablets. More information can be found at: <https://www.cricksoft.com/uk/clicker/8> and <https://www.cricksoft.com/uk/docsplus> DocsPlus is also suitable for exam access arrangements as an alternative to a reader.

## Interventions for reading

- **Rapid Plus**

Rapid Plus is a series of finely levelled books and software for SEN and struggling readers at KS3. It utilises stories, topics, and a 'grown-up' look and feel to appeal to teenage readers. The series is aimed at students with reading ages 6:6–9:6, and each reading book contains a fiction and a non-fiction text to give students variety and a broad reading experience. The reading books use a dyslexia-friendly font on a plain cream background and contain supportive artwork and photos. They also have a 'before reading' page to tune readers into the story, and a quiz page to test comprehension, word knowledge and spelling



**Evidence?** Features in What Works For Literacy Difficulties 6<sup>th</sup> Edition. An independent pilot study was run in Neath and Port Talbot between February and May 2012. Data were supplied on 36 KS3 pupils (and two in Y10) who were struggling with reading. The results showed **remarkable** gains in both accuracy and comprehension.

**Need to Know : can be used with individuals or small groups.**

- **That Reading Thing**

That Reading Thing is a phonics based reading and spelling intervention programme designed specifically for secondary age pupils to be delivered in up to one hour sessions. Training is available online for staff delivering the intervention.



<https://thatreadingthing.com/>

**Evidence?** Features in What Works For Literacy Difficulties 6<sup>th</sup> Edition. KS3 data was analysed, the ratio gains indicate **substantial** progress.

**Need to know: best used one to one but can be used with small group of pupils with similar needs. One hour per week, led by a trained teacher or TA.**

- **Toe by Toe**

A highly structured, multisensory teaching manual to address reading difficulties.

<https://toe-by-toe.co.uk/>

**Evidence?** Features in What Works For Literacy Difficulties 6<sup>th</sup> Edition. Secondary-level, published research includes a matched-pairs quasi-experimental study of 24 Scottish secondary pupils aged 12-14. The experimental group were taught individually for 20 minutes per day, five days per week, for an average of 3 months, while the control group received normal learning support. The experimental group at KS3 made a **useful** gain in comprehension, while the control group made about one third of normal progress.

**Need to know: one book required per student. no additional training required, all the instructions are in the book. One to one, 10 to 15 minutes per day.**

- **Repeated Reading**

Repeated reading is a research based strategy which supports reading fluency. As the name suggests, it requires the student to read a text repeatedly until a certain speed has been achieved. More information about Repeated Reading can be found at:

[https://www.readingrockets.org/strategies/timed\\_repeated\\_readings](https://www.readingrockets.org/strategies/timed_repeated_readings)

## Helpful resources to support curriculum access for learners with decoding difficulties

- **Oaka Books**

Oaka Books publish curriculum based topic packs to 'boost enthusiasm, understanding and memory recall' for children with literacy difficulties. They have books suitable for KS3 and KS4 and now offer 45 of these resources as online access.

<https://www.oakabooks.co.uk/>



- **Graphic novels**

Graphic novels lessen the load on a pupil's reading ability by supporting with pictures and can be particularly appealing to teenagers.

e.g. <http://www.classicalcomics.com/>

- **Revision Rocks**

Revision Rocks has been developed around the concept that it is easier to listen to music than reading through a revision book. Find out more at [Revision Rocks – YouTube](#) .

Example text : <https://www.amazon.co.uk/GCSE-English-Literature-Poetry-Guide/dp/0993410030>

## Support to improve the 'readability' of texts in class

- **Reading age check**

It is important to ensure that when reading materials are given to a student, that it is at a reading level which they can access.

- ✓ First, know the reading ability of the student. As well as many bought-in tests, there are some free, online tools such as <https://toe-by-toe.co.uk/test-your-reading-age/> .
- ✓ Check the readability level of your text by pasting it into an online tool, such as <http://thefirstword.co.uk/readabilitytest/>

- **'Dyslexia Friendly Style Guide'**

The BDA produce a range of resources to support individuals with literacy difficulties, including the 'Dyslexia Friendly Style Guide' which can help ensure that written material considers the difficulties experienced by some dyslexic people and allows for the use of text to speech to facilitate ease of reading. Adopting best practice for dyslexic readers has the advantage of making all written communication easier on the eye for everyone. <https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>

- **Rewordify**

Rewordify is a free, online software that improves reading, learning, and teaching. By pasting copied text into the tool, the site can:

- ✓ Intelligently simplify difficult English for faster comprehension
- ✓ Effectively teach words for building a better vocabulary

by suggesting alternative words which are less complex to read or by providing a dictionary definition of words.

### **Audio book resources**

- **Royal National Institute of Blind people (RNIB)**

The RNIB Bookshare is a freely available resource for UK schools to access. It is aimed at supporting any young person with a reading disability. The collection provides textbooks and materials to support the UK curriculum in a range of accessible formats that can be read electronically or adapted to suit the person reading needs of learners.

- ✓ Listen to books with high quality text-to-speech voices
- ✓ Hear and see highlighted words on screen
- ✓ Read directly from the internet browser.

Find out more at <https://www.rnibbookshare.org/cms/bookshare-me> .

- **Borrowbox**

<https://www.borrowbox.com/> for digital books to borrow, like a library, which can then be read out loud on a tablet, e-reader or laptop.

#### 4. Inclusive teaching for difficulties with writing and spelling

##### [Link to writing guidance on Local Offer](#)

Pupils with **visual processing difficulties** or **weak working memories** should avoid copying tasks from the board or text books. Providing copies of work to be highlighted or annotated during a lesson is a better use of time and energy for these pupils.

For reluctant writers, there are a range of alternatives to writing [Alternatives to writing \(hertfordshire.gov.uk\)](#)

##### **Assistive Technology**

For students to make best use of assistive technology, they need support to develop familiarity with the keyboard and also to be taught how to use the options available to them.

### Touch typing

“Teaching touch typing skills and allowing pupils to use a computer for written work can allow more concentration to be focussed on the content of the piece. At secondary level, this may give significant improvement in exam grades” – BDA (British Dyslexia Association)



This video provides helpful background information about **teaching touch typing** for learners with special educational needs

<https://www.youtube.com/watch?v=IBqo8FPuMGU>.

This video recommends [typingclub.com](http://typingclub.com) which is a good programme to consider.

There are a range of programmes available for students learning to touch type – see information available on the Local Offer [Typing programmes \(hertfordshire.gov.uk\)](#)




**Microsoft speech to text** <https://support.microsoft.com/en-gb/office/dictate-your-documents-in-word-3876e05f-3fcc-418f-b8ab-db7ce0d11d3c>

### Pages app – free on pads



**Pages** (5)  
Documents that stand apart  
Apple  
4.8 (1,182,870)  
Free

This app is primarily for word processing but the microphone that comes up on the on-screen keyboard can be used to dictate text. This can then be edited manually via the keyboard or the user can click on the section of text to be amended and do so verbally, again via the microphone .



Once upon a time, **Errol** was a huge rogn. He was very hungry and always ate a lot of porridge.



### One Note

Free programme. Works on any device or platform. Can sync between your own devices e.g. laptop/phone or with other people for collaborative work. Useful for secondary students working on group homework projects. The Programme identifies who has contributed what in a combined text.

Students can use a stylus or finger-tip to add handwritten notes to pictures or text.

This is useful for annotating notes or making revision resources for reluctant writers



Students can add drawings, photos, diagrams and tables. They can also add video clips and sound recordings - good to support pupils with weaker working memory or struggling writers who may find it easier to show their knowledge/share ideas verbally.



**Docs Plus** <https://www.cricksoft.com/uk/docsplus> – software available for Mac, ipad, chromebook and windows. Supports writing tasks with vocabulary banks, predictive text, mind mapping and editing through the 'read back' facility. Can also be used instead

of a scribe as part of access arrangements when already part of the 'normal way of working'.

**Chrome book accessibility tools** including how to use 'dictate' [Chromebook Accessibility and Learning Tools \(callscotland.org.uk\)](#)



**Ask SIRI** and similar android versions can be very helpful for spelling as it identifies the letters as well as producing the correct spelling.



**Popplet** is a very good app that enables students to jot down their ideas and organise them as a mind map before writing

### Interventions for writing and spelling

- **Paired Writing** -pupils with anxiety around writing can benefit from Paired writing [Paired-writing-guide-accessible \(hertfordshire.gov.uk\)](#) .

**Evidence?** [Paired writing: A framework for effective collaboration — Discovery - the University of Dundee Research Portal](#)

**Need to know: Free resource but needs adult support, best used one to one.**

- **SNIP spelling intervention**

*Need to know: one to one or small group with similar needs, weekly session plus home learning / follow up worksheets. 10 words per week. Free.*

**Part 1** This programme is aimed at increasing reading and spelling and uses the primary high frequency words (HFW). These words are grouped by selecting those that visually look different to each other. It is felt that this programme is appropriate for pupils of 8+ with standardised literacy scores of 80 or less, who have already been exposed to effective phonic/literacy teaching but are still struggling. The programme approaches literacy acquisition at the word level and addresses the gaps in phonics knowledge through the application of analytic phonics (drawing pupils' attention to the make up of words as they break up the target word). [literacy programme 1.pdf \(snip-newsletter.co.uk\)](#)

**Part 2** The programme is aimed at increasing reading and spelling and uses secondary curriculum and high frequency words (HFW). It approaches literacy acquisition at the word level and addresses the gaps in phonics knowledge through the application of analytic phonics (drawing pupils' attention to the make up of words as they break up the target word). [literacy programme part 2.pdf \(snip-newsletter.co.uk\)](#)

**Part 3** The programme is aimed at increasing reading and spelling and uses secondary curriculum and high frequency words (HFW). This programme approaches literacy acquisition at the word level and addresses the gaps in phonics knowledge through the application of analytic phonics (drawing pupils' attention to the make up of words as they break up the target word). [literacy programme part 3.pdf \(snip-newsletter.co.uk\)](#)

- **That Spelling Thing** [www.thatspellingthing.com](http://www.thatspellingthing.com) Book and online training <https://thatspellingthing.com/spelling-training/> available to support the teaching of spelling as well as development of vocabulary.



- **Evidence?** Linked to That Reading Thing which features in What Works for literacy difficulties 6<sup>th</sup> edition [Brooks's What Works for Literacy Difficulties? \(thedyslexia-spldtrust.org.uk\)](http://Brooks's%20What%20Works%20for%20Literacy%20Difficulties%20(the%20dyslexia-spldtrust.org.uk))
- **Need to know: one to one or small group with similar needs, weekly sessions.**

- **Fresh Start** by Read Write Inc <https://www.ruthmiskin.com/en/programmes/fresh-start/>



Read Write Inc. Fresh Start teaches students to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step. Students write every day, rehearsing out loud what they want to write, using their knowledge of the alphabetic code and the 'tricky' words they have learnt.

They learn to write compositions based on their own experiences and ideas from the story, drawing upon new vocabulary and grammar.

The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.'

**Evidence?** Features in What Works for literacy difficulties 6<sup>th</sup> edition [Brooks's What Works for Literacy Difficulties? \(thedyslexia-spldtrust.org.uk\)](http://Brooks's%20What%20Works%20for%20Literacy%20Difficulties%20(the%20dyslexia-spldtrust.org.uk)). Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.

**Need to know: one hour per day, up to 8 students in a group, taught by a teacher.**



**Word Wasp/Hornet** <https://www.wordwasp.com/>

the books The Wasp and Hornet were developed to meet the needs of students with moderate to severe reading and spelling problems, including dyslexia. The reading and spelling skills that they deliver are not based on memory but based on the language itself.

Online 'suitability test to know where to start' <http://www.wordwasp.com/wp-content/uploads/2017/06/Hornet-or-Wasp-suitability-test.pdf>

**Evidence?** Features in What Works for literacy difficulties 6<sup>th</sup> edition [Brooks's What Works for Literacy Difficulties? \(thedyslexia-spldtrust.org.uk\)](http://Brooks's%20What%20Works%20for%20Literacy%20Difficulties%20(the%20dyslexia-spldtrust.org.uk)) A 2015 study of 40 KS3 pupils demonstrated a substantial gain in reading accuracy, and a useful gain in spelling. A 2019 study also demonstrated substantial impact for reading accuracy and useful gains for spelling.

**Need to know: one to one daily for 10 minutes, a book per student required, all information for supporting adult in book.**



**Spelling difficulties** are often associated with **underlying phonological difficulties** for dyslexic learners.

**The Hertfordshire Phonological Pack** <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/phonological-awareness-pack-pdf-6mb.pdf#> is a FREE online resource to help you plan support for learners where phonological difficulties have been identified.

See especially section 5 – Phonological awareness for Secondary Pupils

### Helpful resources

- For small group interventions to improve writing, these resources by Alan Peat are helpful: [Slide 1 \(childokeford.dorset.sch.uk\)](http://childokeford.dorset.sch.uk) and [Alan Peat sentence type posters \(kelsall.cheshire.sch.uk\)](http://kelsall.cheshire.sch.uk)
- Writing frames [WRITING FRAMES \(weebly.com\)](http://writingframes.weebly.com) can support weaker writers to structure their ideas. Similar results can be achieved with Structure Strips e.g. [www.trythisteaching.com/2017/07/structure-slips/](http://www.trythisteaching.com/2017/07/structure-slips/)
- Shaded line paper <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-handwriting-and-writing-shaded-lines-paper-blue-narrow.pdf> can help to manage orientation and sizing of letters on the page
- Orientation of books or paper <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-handwriting-paper-position-image.pdf> can help with writing difficulties

### Also consider:

- Mini white boards to try out spellings
- recording devices to record ideas before writing
- plenty of discussion to support planning before writing.
- Key vocabulary on post it notes at the top of the page, to remove as used
- High frequency word lists that fold out in the back of exercise books.

## 5. Inclusive teaching for difficulties with number

### Guidance on identifying maths difficulties and dyscalculia:

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/dyscalculia-guidance-pdf-547kb.pdf#>

This is a webinar presentation by the SpLD SEND SAS Team in ISL. It explains the difficulties dyscalculics encounter, suggested strategies to use to support these learners and information and resources to use to assist teaching.

Link to view video: <https://youtu.be/HFtdo2VS4H8>

**Throughout the webinar we'll share useful links and resources. You can find the resources mentioned with the video below:**

Slide 19

- <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-baseline-number-assessment.pdf>
- <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-checklist-memory-and-organisation.pdf>
- <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-processing-speed-difficulties-checklist.pdf>

Slide 20

- <https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/specific-learning-difficulties.aspx>

Slide 23

- <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/dyscalculia/a-day-in-the-life-of-a-teenager-with-dyscalculia?fbclid=IwAR3xiegxN2yD6S3rbEe4m9qQMIPeTSjTnPTHp7wXktOzaYnVVtEPtechX4>
- <https://www.bing.com/videos/search?q=Dyscalculia+Documentary&&view=detail&mid=3E266D3FAA31D82AF4803E266D3FAA31D82AF480&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DDyscalculia%2BDocumentary%26FORM%3DVDMHRS>
- <https://www.bing.com/videos/search?q=Dyscalculia+Short+Videos&&view=detail&mid=058EE764B41BD6A796BA058EE764B41BD6A796BA&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DDyscalculia%2BShort%2BVideos%26FORM%3DVDMHRS>
- [https://www.youtube.com/watch?v=l6F08\\_4AwE8](https://www.youtube.com/watch?v=l6F08_4AwE8)

## Useful resources to support pupils with maths difficulties at Secondary School

- **Tracking back** <https://www.ncetm.org.uk/in-the-classroom/national-curriculum-resource-tool/>

This tool enables gaps in a student's learning to be tracked back to the point of failure. Each strand is broken down into year group steps from Y7 through the primary curriculum. The tool can be used as a way of revisiting the steps, no matter what year group they learner is currently in. Each strand in each year group contains information about how to teach that step, ideas for activities and videos of a teaching approach in action. This makes this tool useful for teachers and for learning assistants who may be delivering interventions.

### Interventions for difficulties with number

**Numicon Big Ideas** [Numicon: Big Ideas: Oxford University Press \(oup.com\)](https://www.oup.com/numicon/)

- *Numicon Big Ideas* is a programme of additional sessions for small groups, focusing on key elements of the Primary maths curriculum for pupils not meeting age-related expectations in Upper Key Stage 2 or Key Stage 3 (aged 10 upwards), and laying the foundation for success at Secondary level. *Numicon* apparatus encourages children to reason mathematically through use of concrete objects.
- *Numicon Big Ideas* includes an initial assessment and 48 step-by-step sessions across 5 key areas: Place Value, Adding and Subtracting, Multiplying and Dividing, Fractions, and Working with Fractions, Decimals and Percentages.

The sessions are suitable for delivery by non-specialists and focus on strong re-teaching of key topics using an active, practical approach to support reasoning and mathematical conversation

***Need to know -suitable for one to one and small groups with similar needs.***

**Numeracy Ninjas** [Numeracy Ninjas – A completely free KS3 numeracy intervention](https://www.numeracyninjas.com/) is a whole-school numeracy intervention run in Key Stage 3 mathematics lessons.

In each lesson students complete a 5 minute skills test which includes: 10 questions on mental numeracy calculation strategies, 10 times tables questions and 10 questions on key topics that must be mastered before studying GCSE Mathematics.

The tests are marked in class by students who record their Ninja Score out of 30. This corresponds to a particular colour Ninja Belt.

Only a Ninja Score of 30 will earn students the coveted Black Ninja Belt!

Teachers then discuss key mental numeracy strategies related to the questions with the class, before carrying on with their teaching of new learning material.

This little-and-often approach, in combination with a research-informed design, which systematically plans the revisiting of skills, ensures students' improved numeracy skills and fluency are retained over time.

**Dynamo Maths** Dynamo Maths – Helping Overcome Dyscalculia & Maths Difficulties May be appropriate for learners with significant difficulties who need much more support to access 'primary' concepts and skills.

**Evidence?** Available on the website <https://dynamomaths.co.uk/evidence/>

**Need to know – suitable for one to one intervention, accompanied by an adult who can intervene to support learning using the resources provided.**

### Supporting the teaching sequence for learners with maths difficulties

- **Teaching with concrete resources**

A helpful overview of manipulatives available [FREE] The Ultimate Guide to Maths Manipulatives (thirdspacelearning.com)

- **Teaching using pictorial resources**

**MathsBot** MathsBot.com - Tools for Maths Teachers

Mathsbot is a highly interactive teaching tool. It provides an excellent range of on screen manipulatives to support the concrete – pictorial – abstract teaching of maths.

**Bar modelling e.g.** How to use the bar method to model and solve problems - BBC Bitesize can support learners with weak working memory to tackle problem solving

### Support for teaching Functional Skills

This booklet is aimed at tutors working with learners from Entry Level 1 to Level 2. It is not a text book, or a list of recipes to teach particular aspects of **time and money**. Instead, it suggests some approaches that we have found effective in enabling learners to use time and money effectively and to relate them to other mathematical concepts  
[.https://dera.ioe.ac.uk/22295/1/doc\\_3630.pdf](https://dera.ioe.ac.uk/22295/1/doc_3630.pdf)

This booklet is aimed at teachers working with learners from about entry level 2 to level 1. We suggest some approaches that we have found effective in enabling learners to work on developing an **understanding of number, and of the relationships between operations**. The key emphasis here is that learners should be encouraged to develop a 'relational' understanding of number rather than simply an 'instrumental' understanding. That is, an understanding of the properties of and the relationships between numbers and between operations, so that in solving new problems they can draw on this and also on their own everyday life strategies. numbers–amended (ioe.ac.uk)

This booklet is aimed at all teachers working with learners from about entry level 3 to level 2. It suggests some **approaches to use fractions** and to relate them to other mathematical concepts. It is important that learners think about relationships between fractions, rather than just trying to memorise methods for processing them. An introduction to fractions should

include a strong emphasis on developing reasoning skills, comparing fractional amounts and exploring equivalence. [untitled \(ioe.ac.uk\)](#)

In this booklet, the term “measures” refers mainly to **length, weight, capacity and temperature**. Time and Money are covered in a separate booklet. This booklet is aimed at tutors working with learners from about Entry Level 1 to Level 2. It suggests some approaches that enable learners to use measures effectively and to relate them to other mathematical concepts. [Measurement booklet LIVE \(ioe.ac.uk\)](#)

## 6. Inclusive teaching for memory and processing difficulties

These videos are made to support teachers in understanding the nature and importance of memory in the classroom, and to explore strategies to support learners with memory difficulties

[Memory – the invisible barrier to learning](#)

[Memory – removing the barriers to learning](#)

- For further detailed information see Understanding Memory: A Classroom Guide (Alloway and Gatherole) [WM-classroom-guide.pdf \(cam.ac.uk\)](#) Includes definitions, impact, characteristics and causes of poor working memory, followed by suggestions for classroom support.

**Keep the student with poor working memory in mind at all times.**

### Helpful Strategies

- Avoid auditory overload
- Avoid external distractions – consider best seating position for learners who are easily distracted
- Support all spoken information with visuals (pictures, gestures, modelling etc)
- Allow extra time for students to give an answer or allow them to record their answer on a whiteboard.
- Chunk information, use simple sentences, key words.
- Ask learners to repeat back instructions, talk to a friend, describe in their own words.
- Avoid the 'blank page syndrome' – provide writing planners such mind maps, writing frames [WRITING FRAMES \(weebly.com\)](#) and Structure Strips [www.trythisteaching.com/2017/07/structure-slips/](#)
- Avoid copying from the board – provide close copies.
- Pre-teaching of key words/concepts to avoid working memory overload
- For further classroom strategies to relieve pressure on student's working memory see [How to boost your pupils' memory skills \(sec-ed.co.uk\)](#)

### Supporting Memory

- Remembering does not just happen - The Ebbinghaus forgetting curve is a graph that shows how quickly information is lost over time unless learners consciously review the learned material. [Ebbinghaus Forgetting Curve - Psychestudy](#)

Information should be repeated within the first 24 hours to prevent rapid memory loss. Use over-learning techniques (repetition of previous material at regular intervals). Recap, revisit, reinforce.

- Start each lesson with a quick revision of previous topics taught. E.g, a mini quiz – record answers on a whiteboard.



## Study skills

- Teach students a note taking method, for example:
  - Cornell Note System [How to Take Notes with the Cornell Note System \(thoughtco.com\)](#). This approach involves recording brief notes during the lesson. Following the lesson, the notes can be reflected on and key ideas and a summary can be added.
  - [Active listening handout](#) (produced by the SpLD SEND SAS team in ISL). A handout for students to record their notes. Encourages learners to prepare themselves for the lesson, be present during the teaching and then reflect at the end of the lesson.

- Explicitly teach study skills. Encourage learners to discover which study skills work best for them and keep a record of which skills they have learnt. [Use Study Skills Checklist](#) (produced by the SpLD SEND SAS team in ISL).

Name			
	Good	OK-ish	Needs Work
<b>Study Skills</b>			
Preparing for classes, e.g.; prior reading			
Note-taking in classes			
Making notes for study (from reading)			

- Metacognition** – encouraging students to think about their thinking. For example; what worked well in this task? Why? How could I change things next time?
- Visit Redbridge SERC (Special Education Resource Centre) for a wealth of information relating to Special Education Needs. Includes study skills and revision pack: [Study Skills and Revision November 2017.pdf \(redbridgeserc.org\)](#).

## Executive Functioning – helpful resources

- Executive function** is a set of mental skills that helps a learner to get things done. For example, impulse control, flexibility of thinking. [Use Executive Functions self-evaluation sheet](#) (produced by the SpLD SEND SAS team in ISL) to encourage learners to think about their learning style. This could lead to a discussion about things they might like to try and do differently.
- See **Executive Function 101** – free e-book. [executivefunction101ebook\\_344.pdf \(edrevsf.org\)](#). Clear guide to executive functions and areas that students may be struggling in. includes tips for providing support and practice in specific skill areas.
- See book on Brain Development and School (Routledge): [Brain Development and School: Practical Classroom Strategies to Help P \(routledge.com\)](#). Supports identification and understanding of difficulties related to executive function development. Also provides practical classroom strategies and tips to help pupils develop in these areas.

