



## SPECIFIC LEARNING DIFFICULTIES (SpLD) SERVICE REQUEST GUIDANCE AND CHECKLIST

The Specific Learning Difficulties (SpLD) team provides **advice, training, interventions and resources to upskill schools in meeting the needs of children and young people (CYP) with persistent literacy and/or numeracy difficulties**. We adopt a **graduated approach** to our work with schools, from **early intervention** through light-touch support to **more intensive support** based on a clear assessment of a CYP's strengths and needs and response to systematic intervention over time (Paragraph 6.59, SEND Code of Practice).

**The SpLD team do not carry out dyslexia or dyscalculia assessments in isolation.** As part of our work with a CYP, we may undertake further specialist assessments to investigate the underlying issues impacting on literacy or numeracy development. Evidence will indicate that the CYP has highly persistent literacy or numeracy needs and has made very limited progress despite sustained and monitored one-to-one intervention at Targeted Plus or Specialist.

<p><b>SpLD UNIVERSAL/UNIVERSAL PLUS OFFER:</b></p> <ul style="list-style-type: none"> <li>• SpLD pages, guidance and resources on Local Offer <a href="https://www.hertfordshire.gov.uk">Specific learning difficulties team (hertfordshire.gov.uk)</a></li> <li>• Free e-resources and video training presentations to support assessments and high-quality inclusive teaching</li> <li>• School-based SpLD assessments to support assess-plan-do-review (APDR) <a href="https://www.hertfordshire.gov.uk">Resources (hertfordshire.gov.uk)</a></li> <li>• Free loans of reading books and specialist resources from SpLD Resource Centres</li> </ul>		
<p><b>CRITERIA FOR TARGETED SERVICE REQUEST:</b></p> <ul style="list-style-type: none"> <li>• CYP meets the criteria for targeted support in line with <b>Hertfordshire's Descriptors of Need for Cognition and Learning <a href="https://www.thegrid.org.uk">Top-up High Needs Funding (HNF) in mainstream schools - Hertfordshire Grid for Learning (thegrid.org.uk)</a></b></li> <li>• School-based/SpLD assessments indicate <b>persistent difficulties with literacy and/or numeracy acquisition</b></li> <li>• School provides evidence of <b>small group or individual assess-plan-do-review (APDR)</b>.</li> </ul>		<p><b>SpLD TARGETED OFFER</b> Time scaled support <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• <b>Assess-Plan-Do-Review Advice report</b></li> <li>• Consultation</li> <li>• Observation and CYP voice</li> <li>• Strategies, resources and intervention plan</li> <li>• Access to free literacy and/or maths intervention training at a local SpLD resource centre</li> <li>• Intervention training and/or modelling in school</li> <li>• <b>Case is closed</b></li> <li>• <b>School is responsible for monitoring and reviewing suggested outcomes and can refer back to SpLD if progress is limited despite consistent one-to-one implementation of SpLD advice for a minimum of one term.</b></li> </ul>
<p><b>CRITERIA FOR TARGETED PLUS/SPECIALIST SERVICE REQUEST:</b></p> <ul style="list-style-type: none"> <li>• CYP meets criteria for <b>Targeted Plus or Specialist</b> support in line with <b>Hertfordshire's Descriptors of Needs for Cognition and Learning <a href="https://www.thegrid.org.uk">Top-up High Needs Funding (HNF) in mainstream schools - Hertfordshire Grid for Learning (thegrid.org.uk)</a></b></li> <li>• <b>SpLD assessments indicate severe and persistent difficulties with literacy and/or numeracy acquisition</b></li> <li>• CYP makes <b>limited progress despite evidence of additional individual intervention over time (APDR)</b>.</li> </ul>		<p><b>SpLD TARGETED PLUS &amp; SPECIALIST OFFER</b> Time scaled support <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• <b>Outcome Focused report</b></li> <li>• Engagement with CYP and parents</li> <li>• Assessment of strengths and needs</li> <li>• Observation</li> <li>• Setting of outcomes</li> <li>• Personalised intervention and reasonable adjustments</li> <li>• School visits to provide intervention training and/or modelling</li> <li>• SpLD monitor and review progress with the school for 1-2 cycles of support (APDR)</li> <li>• <b>SpLD may carry out specialist literacy/maths assessments <u>only</u> where the CYP has highly persistent needs and has not responded to intensive individual intervention over time.</b></li> </ul> <p><a href="https://www.hertfordshire.gov.uk">Guidance on identifying dyslexia and supporting children and young people who have persistent difficulties in acquiring literacy skills (hertfordshire.gov.uk)</a></p> <p><a href="https://www.hertfordshire.gov.uk">Dyscalculia Guidance (hertfordshire.gov.uk)</a></p>

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### SpLD TEAM SERVICE REQUEST CHECKLIST FOR SCHOOLS

To accompany [service\\_request\\_form \(hertfordshire.gov.uk\)](http://service_request_form(hertfordshire.gov.uk)) and [ISL baseline assessment \(hertfordshire.gov.uk\)](http://ISL_baseline_assessment(hertfordshire.gov.uk))

<b>CYP Name:</b>		<b>School:</b>		<b>Date checklist completed:</b>			
<b>Date of birth:</b>		<b>Year group:</b>		<b>Form completed by:</b>			
<b>Literacy Service Request: School to attach the following evidence: (Completed within the last half-term)</b>							
<b>Primary</b>		<b>✓</b>	<b>Secondary</b>			<b>✓</b>	
Current attainment			Year 7 baseline assessments and current tracking data as relevant				
Reading:	Writing:						
SpLD Word Reading and Spelling assessment <a href="#">The Herts Word Reading and Spelling Assessment Primary</a> Do not over-assess. Complete relevant sections only and follow the stopping rules.			Secondary Word Reading and Spelling assessment <a href="#">Secondary reading and writing assessment (hertfordshire.gov.uk)</a>				
Phonological Skills Assessment <a href="#">spld-phonological-skills-assessment-primary.pdf (hertfordshire.gov.uk)</a>			Secondary Phonological Assessment <a href="#">spld-phonological-skills-assessment-secondary-pdf-460kb.pdf (hertfordshire.gov.uk)</a>				
Memory and Organisation <a href="#">Specific learning difficulties checklist: memory and organisation (hertfordshire.gov.uk)</a>			Memory and Organisation <a href="#">Specific learning difficulties checklist: memory and organisation (hertfordshire.gov.uk)</a>				
Processing Speed <a href="#">Processing speed checklist (hertfordshire.gov.uk)</a>			Processing speed <a href="#">Processing speed checklist (hertfordshire.gov.uk)</a>				
Recent sample of independent writing			Recent sample of independent writing or typing				
Current reading book			Current reading book/online programme				
Phonics Y1/Y2 Screening Result			SEND Support Plans for 1 to 2 cycles				
SEND Support Plans for 1 to 2 cycles							
<b>Maths Service Request: School to attach the following evidence: (Completed within the last half-term)</b>							
<b>Primary</b>		<b>✓</b>	<b>Secondary</b>			<b>✓</b>	
Current attainment			Year 7 baseline assessments and current tracking data as relevant				
Maths:							
SpLD Maths Baseline Assessment <a href="#">SPLD baseline number assessment 1 (hertfordshire.gov.uk)</a>			SpLD Maths Baseline Assessment where relevant: <a href="#">SPLD baseline number assessment 1 (hertfordshire.gov.uk)</a>				
Memory and Organisation			Memory and Organisation				
Processing Speed			Processing speed				
SEND Support Plans for 1 to 2 cycles			SEND Support Plans for 1 to 2 cycles				
<b>History of or ongoing issues relating to the following: (Brief details)</b>							
Speech & language		Hearing		Vision			
Motor skills		Attention		Social, emotional & mental health			
<b>The school can offer the following 1:1 intervention</b>			<b>3 x 20 mins</b>	<b>4 x 20 mins</b>	<b>5 x 20 mins</b>		
<b>Please attach any relevant professional reports: N.B. School is responsible for obtaining parental consent prior to sharing professional reports.</b>							

For support with carrying out assessments, please see [Herts Word Reading and Spelling Assessment Training - YouTube](#) and [Getting Started with Maths Assessments for SpLD - YouTube](#)