

## Referrals

Referrals are needed for children to access:

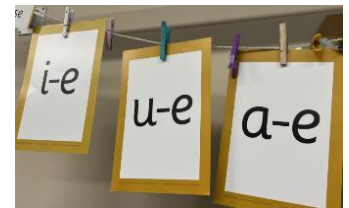
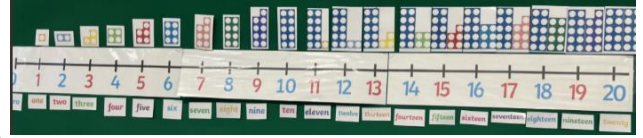
- A consultation with an Educational Psychologist (EP)
- Communication, Learning and Autism Support Service (CLASS)

Please discuss any worries that you have about a child with our School SENCO



## EP CLASS

A few children may need a referral to request specialist support from an Educational Psychologist (EP) or from the Communication, Learning and Autism Support Service (CLASS)



## Group or 1:1 support

Some children will be identified through screening that they require additional support, which may include; Phonics intervention, Precision Teaching for spelling or additional reading, writing or maths intervention.



## Screenings

All children in Reception & Year 3 will be screened using the Infant or Junior Language Link. In consultation with parents, children may have further assessments including, but not limited to, a DST-J dyslexia screen, Schonell Testing, Accelerated Reader.



## Class strategies

All children's needs are best met by high-quality, adapted teaching which is based on children's prior knowledge and promotes independence, taking account of the needs of each child, with in-built support and challenge. This quality teaching is informed by regular assessment and quality marking and feedback. It includes the provision of an inclusive learning environment, specific interventions, support from trained teaching assistants and a range of specific resources to target individual needs.

# Cognition and Learning Needs

The SEND Code of Practice describes this as; 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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.