St. Mary's SEN Provision for Specific Learning Difficulties including Dyslexia (literacy), Dyscalculia (numeracy) and Dyspraxia (motor)		
Assessment, Planning, Monitoring and Review	**Teaching Environment and Grouping**	**People and Resources**
Please see Generic section In addition, recognised individual reading, spelling, numeracy test A recognised assessment of the underlying cognitive skills (e.g. speed of processing, working memory, phonological awareness) Alternative methods of assessment such as miscue analysis.	Staff are skilled and able to develop the awareness of all specific learning difficulties (SpLD) and support pupils accordingly. Teaching Assistants (TAs) are trained in meeting the needs of pupils with SpLD and the use of multi-sensory teaching approaches. We have skilled, trained teachers who can advise on effective practice in the teachiof pupils with dyslexia. This will enable "hands on" application of knowledge regarding the selection, implementation, monitoring and evaluation of intervention. Pupils will have access to individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets. The school has arrangements to support the use of appropriate approaches/materials to include the use of multi-sensory teaching strategies, such as a focus on phonological awareness, a motor skills programme. Pupils may have access to an adult who can provide regular support to: Develop attention and listening skills - Support group work linked to learning areas - Support practical work with concrete/visual materials to establish concepts and skills - Support over-learning and revision to support pupils who have difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills. Access to programmes to develop sequencing and organisational skills. Activities to develop fluent handwriting using a structured programme and addressing underlying fine motor skills and/or opportunities to develop word-processing skills.	All teachers will be aware of the implications and impact of specific learning difficulties on the way a pupil learns. Teachers adapt curriculum planning and delivery to accommodate to the pupil's preferred way of learning. Pupils will have access to teaching and learning which will be multi-sensory, well-structured with opportunities for repetition and consolidation of skills. Strategies and support materials to help compensate for weak working memory. Support/strategies/interventions (as required) to ensure: • a structured approach to teaching reading; • a structured approach to teaching spelling ; • acknowledgement of a variety of learning styles within a lesson; • the use of multi-sensory teaching strategies including visual structure; • the employment of various methods of recording encouraged e.g. mind mapping • that the pupil's strengths as well as difficulties are known to all those working with him/her;