



Llandoverly College

Learning Support



LEARNING SUPPORT

We are all unique. No two learners are the same. Here, at Llandovery College, we celebrate that uniqueness, and strive to ensure that every pupil has their chance to learn and achieve.

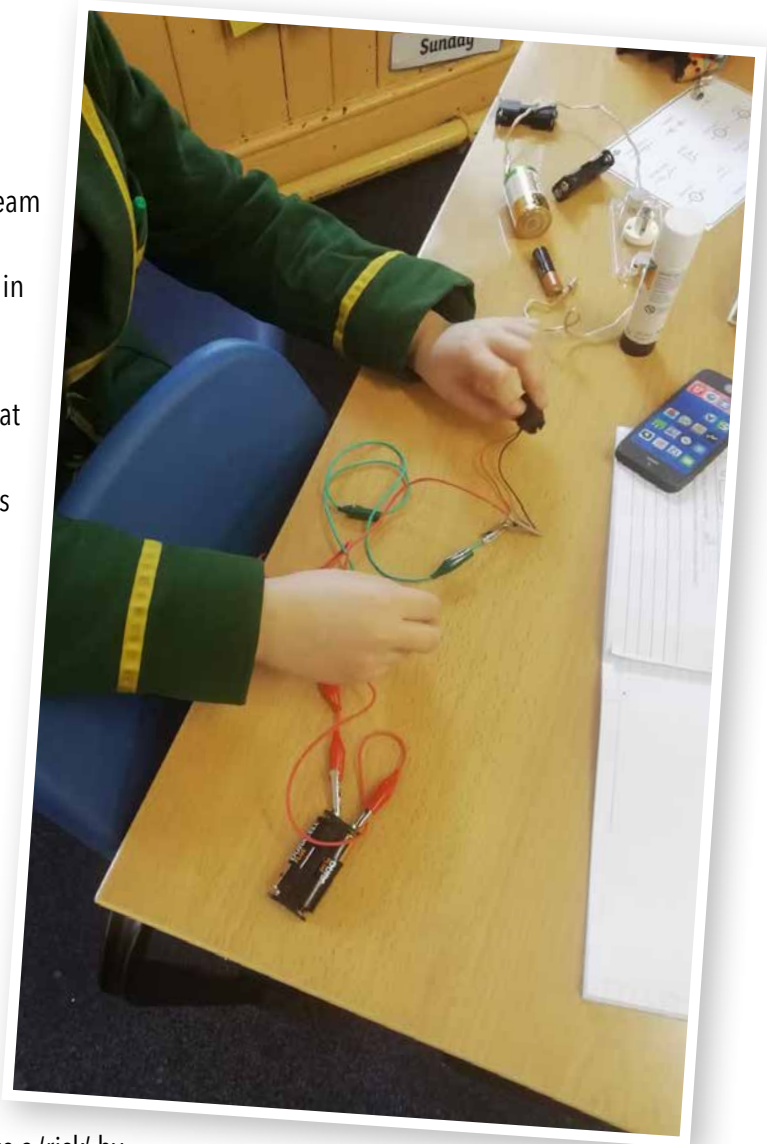
In the true spirit of non-selective, inclusive education we ensure that every learner has fair and equitable achievement opportunities. When our pupils are recognised as having a specific difficulty which is preventing them from learning, we have highly trained teacher assessors, who will establish their area of specific difficulty and their strengths, and who devise individualised, cumulative, sequential, highly structured and multi-sensory learning. For learners with specific learning difficulties we aim to improve their literacy skills, their phonological function, their self-confidence and their belief in themselves.

In addition, we ensure that every learner with a need has:

- Appropriately differentiated teaching in their mainstream lessons.
- Exam access arrangements to enable them to achieve in line with their underlying ability.
- Training to use assistive technology so that they can function in their lessons at their intellectual level, not at the level of their specific learning difficulty.
- A bespoke curriculum so that they study those subjects they thrive in best, and use the extra time to attend for individualised learning programmes, or to further reinforce their mainstream subjects.

For learners with communication and social interaction difficulties, we also provide small group or one-to-one tuition to help them develop skills to help with their studies, with making conversation and friendships, to develop independent living skills and to hone their imaginative thinking, their ability to collaborate and to take a 'risk' by experimenting using role play.

We are committed to helping our learners to overcome the overwhelming difficulties they experience in their learning, and in their sense of themselves, and how they fit into their school community, because we believe it is the right of every pupil to have the chance to learn safely, without criticism or judgement, and to help them to be the best they can be.



LEARNING SUPPORT PROVISION LIST

Diagnostic Assessments



Assessments for examination access arrangements



<https://www.bdadyslexia.org.uk/advice/educators/what-do-i-need-to-know/exam-access-arrangements>

As well as reasonable adjustments in the classroom, schools must put in place Exam Access Arrangements, which are reasonable adjustments for candidates who have the required knowledge and skills, but who can't demonstrate this knowledge or skills due to their disability. These arrangements must not affect the integrity of the examination or give the learner an unfair advantage.

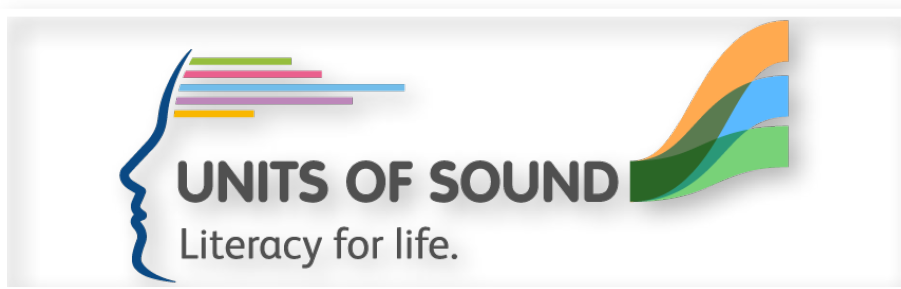
Access Arrangements can include:

- Extra time
- A reader
- A scribe
- The use of an exam reading pen, a word processor or assistive software (screen reader/voice recognition)
- Exam papers printed on coloured paper
- Supervised rest breaks
- A separate room to take the test in

1:1 Literacy Support using dedicated and appropriate Specialist Literacy Programmes appropriate to age and level of literacy.



Support is multi-sensory, cumulative, sequential, highly structured and individualised. It addresses spelling and reading skills, but also memory skills and phonological processing.



What is meant by multisensory teaching?

Multisensory teaching is one important aspect of instruction for dyslexic students that is used by clinically trained teachers. Effective instruction for students with dyslexia is also explicit, direct, cumulative, intensive, and focused on the structure of language. Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Links are consistently made between the visual (language we see), auditory (language we hear), and kinesthetic-tactile (language symbols we feel) pathways in learning to read and spell.

Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), has demonstrated the value of explicit, structured language teaching for all students, especially those with dyslexia.

<https://dyslexiaida.org/multisensory-structured-language-teaching-fact-sheet/>



1:1 Study Skills which addresses Reading Comprehension, Writing, Using Extra Time, Examination Skills according to individual needs.



1:1 Assistive Learning Tuition which teaches learners to touch-type, voice to text software, computer readers and to use Text Help Read and Write Gold which can help in any of the following ways:

- Spell checking your written text for spelling errors as you type or at any selected time which is useful for those with dyslexia or other SEN where they may find it difficult to spot errors.
- Text-to-speech technology to allow written text to be read aloud. This can be useful for those who struggle with reading and can help users with proof-reading their own written text.
- Written and Picture Dictionaries to help understand the meanings of tricky words and homophones, along with alternative suggestions.
- The Translation tool enables the user to translate single words and paragraphs into other languages, making it ideal for those learning a different language or where English is a second language.
- Screen masking which allows the user to mask out active or non-active parts of the screen in a coloured overlay of their choice. It also has screen tinting, mouse spotlighting and underlining.
- Word Predication which over time learns your writing style and predicts the word you may like to use next in your sentence.
- Speech Recognition input allows the user to dictate their text into a microphone. This helps them create lengthy text documents with ease and is especially useful for those with physical impairments or difficulty with typing.

Texthelp - Read & Write Software

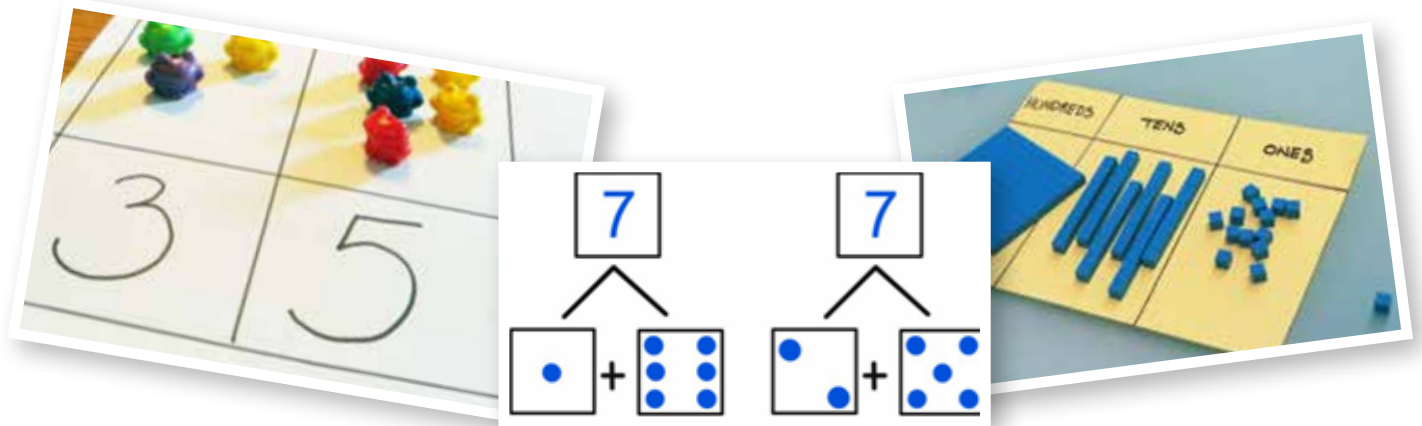
This is a popular piece of literacy support software that helps with writing and reading for those with dyslexia or other special educational needs (SEN). It has been designed to address difficulties such as problems with reading, writing, spelling and general literacy support. It is suitable for all ages and abilities and ideal for use in schools, colleges, universities, in the workplace and at home.

<https://www.dyslexic.com/product/read-write-gold-for-windows-dsa/>



1:1 Numeracy Support

Using multisensory, sequential, highly structured, cumulative and individualised strategies to support learners who have difficulties in understanding basic numeracy concepts. Beginning by identifying the point at which the student's knowledge is insecure and gradually building knowledge and expertise in small steps.



Small Group Social Skills Training

In small groups students work with a Practitioner to work through such things as:

- Friendship management
- Self-regulation
- Empathy
- Conflict management

Independent Living Skills Training

- Staying safe
- Peer relationships and socialisation
- Life beyond college.
- Functional and social communication
- Transportation
- Personal Finance
- Leisure and recreation



Table-top Role Play

- Communication, collaboration and cooperation
- Teamwork
- Problem solving and strategic thinking
- Verbal expression.
- Imagination and creativity
- Escapism
- Empathy

Role Play can help to improve self-confidence and self-esteem, to ease anxiety, to develop friendships and to support cognitive development.

“Storytelling is one of the most powerful ways to activate our brains, and role-playing games do this incredibly well. When we tell stories—or experience them—our brains have to process language, the cause and effect of events, and also relate it to our own pre-existing experiences. While you’re playing a role-playing game, your brain is firing on all cylinders”.

<https://lifehacker.com/the-surprising-benefits-of-role-playing-games-and-how-1684582789>

“Storytelling is one of the most powerful techniques we have as humans to communicate and motivate”.

<https://buffer.com/resources/science-of-storytelling-why-telling-a-story-is-the-most-powerful-way-to-activate-our-brains/>

Fundamental Movement Skills (FMS)

For those with motor coordination differences FMS might include:

- Static and dynamic balance and coordination training
- Hand/eye coordination and ball skills
- Gross motor skill development
- Strength and endurance

The purpose is to help learners with:

- **Body Awareness (proprioception):** Knowing body parts and understanding the body’s movement in space in relation to other limbs and objects for ‘automatic’ movement to develop.
- **Coordination:** The ability to integrate multiple movements into efficient task performance such as ball games.
- **Sensory processing:** The accurate registration, interpretation and response to sensory stimulation in the environment and one’s own body.
- **Muscle tone:** Residual muscle tension which helps determine the muscles ‘readiness to work’.
- **Postural Control:** The ability to stabilize the trunk and neck to enable the efficient coordination of limbs for task performance (e.g. bike riding).
- **Crossing Mid-line:** The ability to cross the imaginary line running from a child’s nose to pelvis that divides the body into left and right sides which help make movement in all directions easier.



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