

**Definition:**

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. (SEN Code of Practice)

These difficulties will manifest in all areas of the curriculum, will be long term and will require on-going, targeted intervention in order for the pupils to make progress with their learning.

**Characteristics seen in the classroom:**

- \* The pupil will be significantly below nationally expected levels in most areas of the curriculum
- \* Will experience great difficulty in acquiring basic literacy and numeracy skills
- \* May have speech and language delay and restricted vocabulary
- \* May have poor concentration span
- \* May have low levels of self-esteem
- \* May be socially isolated
- \* May have limited visual, auditory and short-term memory
- \* May have poor listening skills
- \* May show little initiative and have limited reasoning ability
- \* May have poor imagination

**Where to go for help:**

- Speak to class teacher / SENDCo in the first instance
- Educational Psychology Service
- Cognition and Learning advisory team



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**Cognition and Learning Needs:  
General / Moderate Learning  
Difficulties****Assessment and Diagnosis:**

A professional making a diagnosis of MLD should either be an Educational Psychologist or a specialist teacher. An I.Q. score of between 50 and 70 would be an indicator, together with very low scores in a range of areas of learning, for example reading, phonics, spelling, working memory, processing speed, level of cognitive functioning and understanding and use of language. Standardised tests which may be used to determine the extent and areas of difficulty

**Frequently used Interventions:**

- \* Paired reading
- \* Accelerated Reader
- \* Precision Teaching – reading and spelling High Frequency Words
- \* Read Write Inc
- \* Range of resources (manipulatives) in maths e.g. Numicon
- \* Supported, small group work
- \* Interventions in areas of difficulty
- \* Learning mats
- \* Letter & number strips to support correct formation
- \* Differentiation and / or individualised learning programmes