

Statement of purpose

The SLD Outreach Support Service will provide up to date detailed skills, knowledge and expertise in teaching, learning and inclusion issues for children and young people with severe learning difficulties. As well as significant levels of experience in working with children and young people with severe learning difficulties, our service has a good track record of working with mainstream colleagues and multi-professional teams

Our credibility

Our credibility comes from our:

- daily, practical experience of working in good schools;
- experience at all key stages from foundation to Post 16;
- sound understanding of the issues facing schools, with the ability to build on their strengths;
- well-developed skills in assessment and differentiation;
- well-developed portfolio of CPD;
- experience as communication centres (NYCAP);
- ability to model and demonstrate good practice;
- extensive range of experience and expertise, including head teachers, teachers, HLTAs and TAs; and
- strong links with other professionals with specialist skills.

Severe learning difficulties outreach support services

For further information please contact:

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If you would like this information in another language or format such as Braille, large print or audio, please ask us. **Tel: 01609 532917**

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North

Yorkshire County Council

Severe Learning Difficulties Outreach Support Service



We work with schools and mainstream settings to support effective inclusion of every child and young person with severe learning difficulties /complex learning difficulties and disabilities (CLDD) through removing barriers to presence, participation and achievement.



Children and Young People's Service

Who is the service for?

Children and young people with severe learning difficulties (SLD) will have global difficulties across all aspects of life. They are likely to have a statement of special educational needs (SEN), with continuing review of their SEN.

They will also need a greater degree of inter-agency co-operation, planning and support than is usually required to meet the needs of their peers.

These pupils will also need one or more of the following:

- an appropriately differentiated curriculum, incorporating interactive and multi-sensory approaches;
- adaptations to the physical environment;
- supervision and support for learning; or
- a range of individual, specialist resources including ICT.

In addition, children and young people are likely to be working:

- at or below National Curriculum Level 1 by the end of Key Stage 2; and
 - at or below National Curriculum Level 2 by the end of Key Stage 4.
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The aims of the service are to:

- promote the presence, participation and achievement of children and young people with SLD in accordance with the North Yorkshire inclusion statement and SEND strategy;
 - develop networks of support from special schools for mainstream schools that have children and young people with SLD on roll;
 - ensure that all schools and mainstream settings have consistent access to specialist provision and expertise of high quality;
 - promote a climate of success for learners, staff, schools and mainstream settings;
 - further develop partnership working between the local authority, special schools and mainstream schools and settings in a strategic, planned and transparent way and encourage all schools to share their specialist skills and knowledge to support the inclusion of children and young people with SLD;
 - share creativity, risk, responsibility and resources through co-operation;
 - support schools and the local authority in making provision that is focused on positive outcomes for children and young people; and
 - support and challenge schools in the maintenance of their disability equality duty.
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What type of support is available?

Support for schools and mainstream settings with children and young people with severe learning difficulties is available from your designated area special school.

The service will provide:

- information and advice about the management of education for children and young people with this level of need;
 - advice on curriculum content, design and differentiation;
 - assistance in assessment for learning of the child or young person with SLD/complex needs;
 - training in and moderation of P Scales;
 - guidance at transition times;
 - modelling/coaching of teaching and learning within mainstream and/or special school settings;
 - advice on appropriate resources; and
 - training for leadership teams, teachers, support staff, parents and governors.
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