

**Staff:**

The Service currently comprises of a teacher and is overseen by the Assistant Head Teacher.

Selina Campbell ~ Lead MLD Teacher (Two days)

Amy Tomkins ~ Assistant Head Teacher

**Feedback:**

*“Selina was a pleasure to work with from the MLD service, she is highly knowledgeable and experienced in her advice for DS pupils. The learning outcomes were set in joint consultation with the SENCo/LSA /class teacher in a meeting prior to the sessions. The sessions were then delivered with the LSA and pupil. The LSA was then able to use the suggested strategies and support back in class with GE, so this improved the LSA’s confidence and work with the pupil. The strategies and resources were practical, supporting the pupils IEP and EHCP.”*

**Kathryn Jessett, Honeywell Infant School**

*“We would like to say a huge thank you to the supportive and such knowledgeable MLD team at PRU. Miss Campbell who supported a child in our school has offered us many practical tips on how to support children with Down Syndrome. She has enabled our teachers to be able to plan appropriate lessons, to provide the best provision and resources for one of our pupils. The impact of her support was very evident when we reviewed the EHCP outcomes. Thank you.”*

**Marta Mrozowska, Penwortham**

**For more information, please contact:**

**Selina Campbell or Amy Tomkins**

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**For referral forms please contact Sarah Parmenter.**

**[www.victoriapru.wandsworth.sch.uk](http://www.victoriapru.wandsworth.sch.uk)**

DEPARTMENT OF EDUCATION AND SOCIAL SERVICES



## **SPECIALIST SUPPORT SERVICE FOR PUPILS WITH MODERATE LEARNING DISABILITIES**

The Specialist Support Service for MLD is based at Victoria Drive PRU, and works peripatetically to support Wandsworth primary schools in meeting the needs of pupils who have Moderate (and in some cases Severe) Learning Difficulties. These pupils have an identified learning disability as well as associated difficulties with mobility and communication and require support in all areas of the curriculum. Support is offered to pupils with EHCPs whose learning disabilities require additional differentiation strategies to those already being employed within the mainstream classroom and who make significantly smaller steps of progress despite the school following the Assess-Plan-Do-Review cycle.

### **Support offered:**

Only children diagnosed with Down Syndrome qualify for direct work.

- We deliver a learning intervention programme for one academic term, providing bespoke resources to address the learning targets and monitoring the effectiveness of these. At the end schools receive an end-of-term report.

For all other pupils we can offer two consultation and advice sessions.

- One meeting with the pupil's support network (SENCO/TA or Teacher) to discuss the areas of difficulties, which include a follow-up written report advising on appropriate teaching strategies, and target setting. A follow up appointment is then organised to review progress.
- Summative assessment of pupils with MLD who are working at Pre-Key Stage standards (previously P-levels) and identification of learning targets using the new assessment software Connecting Steps.
- Termly training workshops to class teachers, SENCOs and LSAs in Moderate Learning Difficulties and inclusion strategies. These include practical strategies for supporting and teaching in the mainstream classroom.

Where appropriate we keep a record of liaison with external agencies and contributions made to meetings, including TACs and Annual Review meetings. We will only attend Annual Reviews for children we are currently supporting. If we have worked historically (within the academic year please feel free to use the report provided for annual reviews)

### **Acceptance criteria:**

Pupils referred for support will receive according to the following prioritisation criteria:

- Have an EHCP or are in the process of getting an EHCP and are working at least 3 years below age related expectation.
- Have identified learning disability or diagnosis of MLD (by Paediatrician, Educational or Clinical Psychologist).
- Have not received a block of intervention in the previous twelve-month period

### **Note:**

Referrals for pupils who are already receiving support from the Wandsworth Literacy and Numeracy Support Service should only be made in consultation with the service in order to avoid any overlap of provision.

Pupils with SpLD (specific literacy or numeracy difficulties) or SEMH who are cognitively within the average range should not be referred. There may be cases, however, when a pupil's learning needs have not been clearly identified. In these cases, a referral may be accepted for assessment, depending on current caseload demands.