
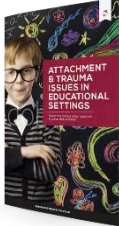



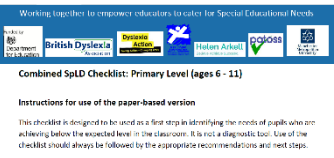



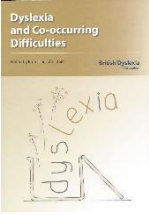
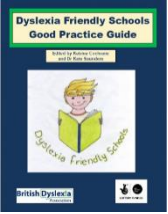






Learning Differences Toolkits







ALL Toolkits - When to Use the Resources/Equipment?

Equipment	Description/When to use?
 <p style="text-align: center;"><i>ASD info Wales (download)</i></p>	<ul style="list-style-type: none"> For additional information on how to support pupils.
 <p style="text-align: center;"><i>Attachment Trauma in Education</i></p>	<ul style="list-style-type: none"> For additional information on how to support pupils.
 <p style="text-align: center;"><i>British Dyslexia Association Quality Mark Pack</i></p>	<ul style="list-style-type: none"> For additional information on how to support pupils with dyslexia
  <p style="text-align: center;"><i>Classroom visual pack: Now and next boards/Visual timetables</i></p>	<ul style="list-style-type: none"> Visual Timetables and Now and Next Boards to support pupils to move on from one activity to another.
<p style="text-align: center;"><i>Checklist: Primary Level (ages 6 - 11)</i></p> 	<ul style="list-style-type: none"> This checklist is designed to be used as a first step in identifying the needs of pupils who are achieving below the expected level in the classroom. It is not a diagnostic tool. Use of the checklist should always be followed by the appropriate recommendations and next steps.
 <p style="text-align: center;"><i>Coventry Grid</i></p>	<ul style="list-style-type: none"> A tool to explore the differences between those behaviours associated with Autism and those with attachment difficulties. Strategies to support these difficulties.
<p style="text-align: center;"><i>Deep Pressure/Proprioception/Heavy work Activity List</i></p>	<ul style="list-style-type: none"> For additional information on how to support pupils.


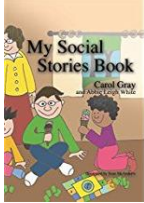


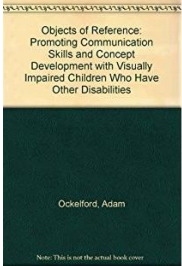


ALL Toolkits - When to Use the Resources/Equipment?

 <p><i>Dyslexia and co-occurring difficulties</i></p>	<ul style="list-style-type: none"> • For reference for supporting learners with SpLD
 <p><i>Dyslexia Friendly Schools Good Practise Guide</i></p>	<ul style="list-style-type: none"> • For reference for those schools who wish to apply for the British Dyslexia Association 'Dyslexia Friendly Schools' quality Mark
 <p><i>Dyslexia and Useful Technology</i> (download)</p> <p>http://www.bdastore.org.uk/books/british-dyslexia-association/pdf-of-dyslexia-and-useful-technology/</p>	<ul style="list-style-type: none"> • For additional information on how to support pupils using assistive technology
 <p><i>Elastic Bands</i></p>	<ul style="list-style-type: none"> • An alternative resource for children who do not wish to use a purpose made pen grip
 <p><i>Emotions cards</i></p>	<ul style="list-style-type: none"> • To help pupils to read and understand facial expressions and non-verbal cues.
 <p><i>Fidget toys</i></p>	<p>A portable tool for young people to use if they appear to have:</p> <ul style="list-style-type: none"> • Difficulty self-regulating (i.e. maintaining levels of calm/focus/alert) required for tasks. • Difficulty paying attention/concentrating. • Difficulty sitting still/appear to be fidgeting.





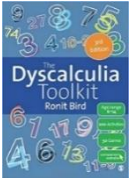
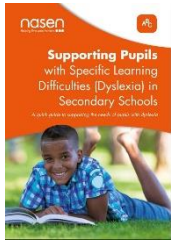


ALL Toolkits - When to Use the Resources/Equipment?

<p><i>General Paediatric Occupational Therapy Pack for Parents/Carers and School Teachers. English and Welsh</i></p>	<ul style="list-style-type: none"> • For additional information on how to support pupils with Motor and co-ordination difficulties
<div style="text-align: center;">  </div> <p><i>Handwriting pack (National handwriting association)</i></p>	<ul style="list-style-type: none"> • For advice and guidance surrounding handwriting difficulties
<div style="text-align: center;">  </div> <p><i>Heavy duty A4 ring binder/Writing slope</i></p>	<p>A portable tool for young people to use to lean on to write, if they appear to have:</p> <ul style="list-style-type: none"> • Difficulty copying work from the board. • Difficulty maintaining an appropriate posture for writing (i.e. slouch over desk).
<div style="text-align: center;">  </div> <p><i>Learning Differences poster</i></p>	<ul style="list-style-type: none"> • To be placed in the staff room of each school for reference for staff
<div style="text-align: center;">  </div> <p><i>“Making friendships work”</i></p>	<ul style="list-style-type: none"> • For additional information on how to support pupils develop and maintain friendships.
<div style="text-align: center;">  </div> <p><i>Managing Anxiety – Dyspraxia Foundation (download)</i></p>	<ul style="list-style-type: none"> • For additional information on how to support pupils.
<div style="text-align: center;">  </div> <p><i>Maths Learning Difficulties, Dyslexia and Dyscalculia (download)</i></p> <p>http://www.bdastore.org.uk/books/british-dyslexia-association/pdf-of-maths-learning-difficulties-dyslexia-and-dyscalculia/</p>	<ul style="list-style-type: none"> • For additional information on how to support pupils with dyslexia and dyscalculia

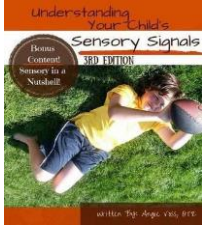



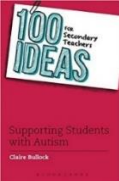
ALL Toolkits - When to Use the Resources/Equipment?

 <p style="text-align: center;"><i>“Move in sit” cushion</i></p>	<p>A portable cushion for young people to sit on if they appear to have:</p> <ul style="list-style-type: none"> • Difficulty sitting still (fidgeting) and/or needs to get up and move around. • Need to move in order to concentrate and/or engage in task. • Difficulty paying attention/concentrating.
 <p style="text-align: center;"><i>My social stories Book</i></p>	<ul style="list-style-type: none"> • An effective way of teaching social and life skills to children on the autism spectrum.
 <p style="text-align: center;"><i>Neurodiversity general strategies</i></p>	<ul style="list-style-type: none"> • How to identify if a child has co-ordination difficulties and strategies to support them
 <p style="text-align: center;"><i>Noise cancelling headphones/Ear defenders</i></p>	<p>A portable tool for young people to use if they appear to have:</p> <ul style="list-style-type: none"> • Difficulty filtering out/distracted by noise. • Appear distressed by noise (i.e. covering ears).
 <p style="text-align: center;"><i>Objects of Reference book/Handout</i></p>	<ul style="list-style-type: none"> • Book promoting Communication Skills and Concept Development with Visually Impaired Children Who Have Other Disabilities
 <p style="text-align: center;"><i>Pen/Pencil grips</i></p>	<ul style="list-style-type: none"> • A variety of pencil grips for handwriting support designed to meet different handwriting needs
 <p style="text-align: center;"><i>Pen/Pencil weights</i></p>	<ul style="list-style-type: none"> • These colourful Pen & Pencil Weights assist sensory motor planning.

ALL Toolkits - When to Use the Resources/Equipment?

  <p><i>Personal hygiene sequence poster</i></p>	<ul style="list-style-type: none"> • These are effective means of reminding pupils of the importance of proper personal hygiene.
 <p><i>Positive and Negative behaviour cards/poster</i></p>	<ul style="list-style-type: none"> • A resource to promote appropriate behaviour
 <p><i>Reading rulers</i></p>	<ul style="list-style-type: none"> • Only to be used with children who exhibit signs of Visual Stress • To be used after screening for visual stress (see guidance notes for Visual Stress Pack)
 <p><i>Ronit Bird Dyscalculia kit</i></p>	<ul style="list-style-type: none"> • A toolkit of games and structured activities for students who present with numeracy difficulties
<p><i>Sensory Processing Pack Teachers Welsh and English</i></p>	<ul style="list-style-type: none"> • For additional information on how to support pupils.
<p><i>Sensory based strategies to support participation in activities</i></p>	<ul style="list-style-type: none"> • For additional information on how to support pupils.
 <p><i>Supporting Pupils with Specific Learning Difficulties(Secondary)</i></p>	<ul style="list-style-type: none"> • This guide aims to help establish a consistent whole-school approach to meeting the needs of pupils with dyslexia by developing a dyslexia-friendly learning environment.
<p><i>Help Pupils With Autism Enjoy Swimming</i></p>  <p><i>Swimming Leaflet (Welsh and English)</i></p>	<ul style="list-style-type: none"> • For additional information on how to support pupils.
 <p><i>Toilet training</i></p>	<ul style="list-style-type: none"> • For additional information from Cerebra on how to support pupils.

ALL Toolkits - When to Use the Resources/Equipment?

 <p style="text-align: center;"><i>“Understanding your child’s sensory signals” book.</i></p>	<ul style="list-style-type: none"> • An easy to read practical guide to sensory processing difficulties and strategies to address these.
 <p style="text-align: center;">USB</p>	<ul style="list-style-type: none"> • Contains electronic copies of all of the resources detailed in green on this contents sheet. Printout the relevant resources as and when you need them to support the needs of the pupils with ALN in your school. Keep these in the folder in the Toolkit.
 <p style="text-align: center;"><i>Visual stress assessment pack</i></p>	<ul style="list-style-type: none"> • To screen for signs of Visual Stress. To be used after discussion with Specialist Teacher for SpLD <p>To help identify students who may:</p> <ul style="list-style-type: none"> • Appear to have difficulty tracking when reading • Report words appearing to “move” on the page.
 <p style="text-align: center;"><i>Weighted lap belt</i></p>	<p>A portable tool for young people to use if they appear to have:</p> <ul style="list-style-type: none"> • Difficulty attending/concentrating. • Difficulty sitting still. • Appears anxious. • Appears overwhelmed by sensory information in their environment. • Difficulty self-regulating (i.e. maintaining levels of calm/focus/alert) required for tasks.
 <p style="text-align: center;"><i>100 ideas for secondary School teachers</i></p>	<ul style="list-style-type: none"> • This book helps teachers develop subtle learning strategies that will help create an inclusive, quality teaching environment where pupils with autism can be supported.

Key

Resources in the Toolkit	Resources included on USB
--------------------------	---------------------------