

## Course Title: Understanding and Supporting Individuals with Dyslexia and Learning Difficulties.

### Overview:

Five days of interleaved learning: presentations, workshop activities, introduction to the importance of multi-sensory learning, practical adjustments that can be made, discussion, feedback from tasks set between sessions.

### Course Outline

- ⇒ Overview of neurodiverse profiles – identification and response
- ⇒ Reasonable adjustments in the classroom
- ⇒ Visual stress – how to undertake a basic screening
- ⇒ Strategies to utilise in teaching
- ⇒ Case studies – finding solutions
- ⇒ Collaborative working in the classroom between teachers and teaching assistants

### Who is it for

This course is designed to meet not only the needs of qualified teachers who teach learners who have specific learning but also aimed at SEN professionals working in mainstream schools who want to enhance their skills so as to make their teaching even more effective and fun.

### Learning Outcomes

participants will:

- ⇒ Have defined learning difficulties and considered its tell tale signs.
- ⇒ Have developed an understanding of the potential difficulties that an individual might experience.
- ⇒ Have an awareness of lots of practical ways of supporting individuals with learning difficulties.
- ⇒ Have acquired ideas for practical teaching strategies and multisensory lesson plans.

### Details

Duration	5 full days
Mode of Delivery	Face-to-face training session
Date	
Venue	Kratu Premises/Client Place
Fee	Rs. 20,000 per participant

## CONTACT

## The model of delivery would focus on these areas of effective practice

### 1. Recognising specific co-occurring difficulties presented by learners in the classroom

- ⇒ Overview of the current research into SpLDs
- ⇒ Indicators within the classroom
- ⇒ How to informally identify SpLDs and develop purposeful 'one-page' profiles

### 2. Consideration of strategies and interventions that will be effective in the classroom

- ⇒ Why multisensory teaching makes a difference and is fun!
- ⇒ Reasonable adjustments in the classroom
- ⇒ Effective interventions and the impact of small group and / or 1:1 support for reading accuracy, reading comprehension, writing, spelling, numeracy and study skills

### 3. Assessment and tracking

- ⇒ Assessment of learning: Using criterion reference and standardised assessment to measure progress in literacy and numeracy
- ⇒ Utilising a Graduated Approach
- ⇒ Assessment for learning: Seeking and interpreting evidence for use by pupils and teachers

### 4. Making the most of resources

- ⇒ Supporting and developing independent learning skills by harnessing ICT
- ⇒ Supporting metacognition – from questioning skills to thinking skills
- ⇒ Growth mindsets

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