

Cognition and Learning

Dyspraxia (gross and fine motor difficulties)

Universal Descriptor Wave 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
A student may present with: Immature motor development Poor coordination: constantly bumping into objects/furniture and falling over Avoids construction area in Foundation and fine motor activities Poor memory retention Messy eater No danger awareness Difficulty holding pencil and using scissors Drawing is immature Slow to determine hand dominance Poor dressing skills Difficulty sitting up right (may	Observations in PE and carpet sessions Outcome of fine motor activities e.g. threading, cutting Cross crawling Samples of drawings, writing, creative activities Feedback from School Meal Supervisory Assistants (SMSAs) Discussion with parents	Quality First Teaching with a specific consideration for children with gross and/or fine motor difficulties. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required. Provide multisensory pre-writing activities such as drawing vertical, horizontal and circular lines. Provide cutting activities. Fine Motor activities e.g. threading, using tweezers, using matchsticks, play dough (Dough Disco). Encourage parents to take child to park etc. to develop gross motor coordination and balance. Introduce pencil grips. Use Double Doodles on large pieces of paper. Planned opportunity for physical activity during breaks (Trim Trail) as well as PE. Appropriate seating - sit the child at the front facing the board and class teacher and check that they have a good sitting position for working with their feet flat on the floor and arms on the table at the right height. Sit child with	Additional support is available from: • Early Years Learning Support Teacher and Learning Support Service Teacher - access for informal advice if required. • Health Visitor • School Nurse • GP

roll around on carpet the carpet area) Complaints about fatigue in hands Legs ache when sitting crossed legged		back against the wall for added support. Give clear simple instructions and constant reminders, both oral and written, repeating important information and displaying key vocabulary with pictures. Reduce the amount of material to be remembered – increase meaningfulness and familiarity of the material – and always link to previous knowledge. Reduce the amount of written work and introduce alternate ways of recording such as mind-maps and oral responses. Reduce the clutter on worksheets and white boards and highlight important learning points. Never ask the child to copy from the board or rewrite messy work and always mark the content of work, never the presentation. Allow extra time for dressing and undressing for PE. Show them how to organise their clothes to make this an easier task. Identify any specific training needs for staff. Transitions: thorough and timely preparations made for transitions between year groups and between settings.	
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Targeted Descriptor Wave 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
A student may present with: Immature motor development Poor coordination: constantly bumping into objects /furniture and falling over Avoids construction area in Foundation classroom and other fine motor activities Poor memory retention Messy eater No danger awareness Difficulty holding pencil and using scissors Drawing is immature Slow to determine hand dominance Poor independent dressing skills Difficulty sitting on the carpet, rolling around, little core stability	SENDCo to be approached for advice Evidence of strategies being implemented over time Further observation and discussion with practitioners and parents Evidence from a range of sources handwriting, literacy books, PE observations etc. showing no progress	Quality First Teaching with a specific consideration for children with gross and/or fine motor difficulties. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required. Group Intervention to improve motor skills: Jump Ahead, Write from the Start or similar programmes with use of Entry and Exit information to measure impact of above. Introduce Move n Sit cushions, sloping boards etc. and monitor impact. Introduce '4 line' line guides to encourage correct positioning of ascenders and descenders for handwriting. Plan opportunities for IT to be used for recording. Collaborative scribing opportunities. Breaking down instructions, chunking information using 'Now and Next' approach. Scaffolding tasks using a visual approach to encourage spatial awareness. Use of voice recording device to aid memory when writing. Ensure seating position on carpet at an end of a row and introduce a specific carpet square to encourage spatial distance. Provide extra time for dressing and undressing. Provide	Additional support is available from: • Early Years Learning Support Teacher and Learning Support Service Teacher involved for formal advice if required. • Health Visitor • School Nurse • GP

Complaining of aches in limbs and hands A lack of progress in the above areas despite Wave 1 strategies being implemented over time		assistance whilst encouraging independence. Introduce pictorial dressing sequence if appropriate. Speak to parents about more appropriate clothes which promote independence e.g. zips not buttons. Arrange furniture in class to provide definite pathways and demonstrate to child best way to cross the classroom. Have equipment easily accessible. Identify any specific training needs for staff. Transitions: thorough and timely preparations made for transition, both between year groups and between settings.	
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Bespoke Descriptor Wave 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
Immature motor development Poor coordination: constantly bumping into objects /furniture and falling over Avoids construction area in Foundation classroom and other fine motor activities Poor memory retention Messy eater No danger awareness Difficulty holding pencil and using scissors Drawing remains immature Slow to determine hand dominance Poor independent dressing skills Complaints of aching limbs on carpet and when writing Rolling around	Referral to external agencies such as Occupational Therapy Service for further advice External agencies to carry out motor skill assessment and set targets and offer specific classroom strategies related to individual pupil needs	Quality First Teaching with a specific consideration for children with gross and/or fine motor difficulties. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required. Specialist advice from external agencies around cutlery and equipment 1:1 Motor skills programme monitored by Learning Support Service Continual use of specialist equipment such as sloping boards, Move n Sit cushions, pencil grips and specialist scissors Teaching IT keyboard skills Use of Clicker and other Speak to Text software Increased opportunity for peer and adult scribing Consider alternatives to presentation of homework e.g. use of IT Monitor self-esteem and introduce challenge clubs, giving responsibility and other ways to raise self esteem Liaise with Health Practitioners to ensure activities and approaches are appropriate to need Specific alterations to environment, special/adapted equipment and teaching approaches	Additional support is available from • Consultancy / advice and guidance from Early Years Learning Support Teacher and Learning Support Service Teacher if required • Occupational Therapy • Physiotherapy

Persistent difficulties despite targeted group intervention		A monitoring system should be in place to assess the pupil's needs, plan and identify outcomes, implement support and monitor and evaluate progress, for example an Individual Education Plan or One Page Profile. Regular, i.e. at least termly, planned reviews including the parent and pupil should take place Identify any specific training needs for staff. Transitions: thorough and timely preparations made for transition, both between year groups and between settings	
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