Moderate Learning Difficulties Audit - Best Endeavours and Reasonable Adjustments

**Leicester City SEND Support Services**

The BERA Moderate Learning Difficulties Audit on the following pages, is to be completed on an annual basis by each school, detailing the support provision for each individual child or young person who has or is felt to have a moderate learning difficulty.  
  
The BERA Moderate Learning Difficulties statement and the Best Endeavours and Reasonable Adjustments Framework provide details what schools must do to meet SEND needs and comply with their legal responsibilities under the SEND Code of Practice 2014, the Children and Families Act 2014 and the Equality Act 2010.  
  
Where a child or young person with a diagnosed or suspected SEND need has other diagnosed or suspected SEND needs an audit will be completed for each need with which the child or young person presents.  
  
Schools must also submit a Whole School Audit covering whole school SEND practice and an All-Needs Audit – covering actionrequired to support all those with a SEND need, irrespective of type.

Schools will benefit from the accurate and detailed completion of these audits which provide a clear picture of where school is meeting needs and help identify areas where further work is required to fully meet the BERA requirements.  
  
The BERA Audit is therefore very much part of the ‘Assess, Plan, Do, Review’ cycle (graduated approach), that is an excellent way to plan SEND support in schools. It can also help identify progress, support staff allocations and training needs and support schools’ applications for Element 3 top-up funding. It has also already been used to support schools in successful OFSTED inspections.

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| --- | --- | --- | --- | --- |
| No. | Requirement | Fulfilled | Evidence / Comment | Action |
| This is the requirement number | This is the audit item. | This is the check box to confirm the requirement has been fulfilled. | Give the name and source of any documents that demonstrate this requirement has been fulfilled.  Enter any extra information here relating to the fulfilment of this requirement. | Define any actions that need to be taken to fulfil this requirement or to ensure it continues to be fulfilled. |

|  |  |
| --- | --- |
| **Name of Child or Young Person:** | Enter name of child or young person here. |
| **School:** | Enter name of school here. |
| **Name of Auditor:** | Enter the name of the auditor here. |
| **Date of Audit:** | Click or tap to enter the audit date here. |

| No. | Requirement | Fulfilled | Evidence / Comment | Action |
| --- | --- | --- | --- | --- |
|  | All staff who are supporting the child or young person have had specific training on the moderate learning difficulties of the child or young person and this is regularly updated / refreshed. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Appropriate staff have had formal training on specific / targeted interventions for the moderate learning difficulties of the child or young person, and this is regularly updated / refreshed. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Lessons for the child or young person are differentiated in terms of: |  |  |  |
|  | Level  (i.e., focusing on key learning outcomes and drawing on earlier programmes of study as appropriate with learning targets broken down into smaller achievable steps). |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Pace  (i.e., extra time for responses to questions, contributing to class discussions and to complete activities). |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Approach  (i.e., multi-sensory, related to the child’s everyday experience, emphasis on direct experience and practical activities including use of ICT). |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Output  (i.e., alternative ways to record learning, e.g., oral, photographic, video, highlighting text, mind maps, etc.). |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | In addition to High Quality Teaching, teachers and other supporting adults specifically employ the following strategies. |  |  |  |
|  | The child or young person’s listening / attention is cued and reinforced. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The child or young person’s understanding is checked and reinforced as needed through repetition, rephrasing, explaining and demonstration. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Tasks are showed / modelled to the child or young person, and they are also shown what the finished product / outcome looks like. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Opportunities for pre-teaching, overlearning and reinforcement with the child or young person are planned and implemented. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Study skills are modelled and taught (e.g., having a plan to complete the task, problem solving skills, etc.). |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Alternative assessment methods have been identified and used. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The development of personal organisation is supported e.g., using resources, organising equipment, etc. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The strengths and weaknesses of the child or young person have been identified and are used to plan support. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Processes are in place to navigate changes to strategies and individual learning plans with the child or young person. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Processes are in place to help the child or young person understand how they affect and relate to their learning environment, e.g., social stories, SEMH activities, withdrawal room. |  | Click or tap here to enter text. | Click or tap here to enter text. |