

COMPLEX LEARNING DIFFICULTIES AND DISABILITIES RESEARCH PROJECT (CLDD)

About the Briefing Packs

The briefing packs have been designed in response to the growing number of students in the school system with complex needs. There are 10 different packs on conditions which commonly co-exist with others, where there may not be clear, easily accessible, education-focused resources currently available.

Who are the packs aimed at?

The packs are intended for anyone who has an interest in complex needs and specific conditions. This might be teachers, teaching assistants, families, and professionals involved with a young person, such as therapists, health and social workers.

How to use the 3 levels of briefing pack:

Briefing sheet

This is an introduction to the condition and support strategies. This might be the most suitable length for teachers, perhaps requiring information on educational strategies for a new student.

Classroom support sheet

This is the most basic level of sheet at 2 pages. It provides 'must have' information and tips for immediate support. This sheet should be used as a quick reference.

Information sheet

This is the longest format of information, providing more in-depth descriptions. The sheets also contain useful website links and references for those who require further information or wish to deepen their knowledge.

When using the packs

Due to the nature of students with CLDD having more than one diagnosis, one pack alone may not be adequate in accurately supporting a student. Therefore the briefing sheets should be a starting point for practitioners working with a student, until a personalised learning pathway can be established with details of effective strategies relevant to that student. It is important to be aware of the uniqueness of each child and young person, particularly those with CLDD.



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Sharing the information from the briefing packs between practitioners and families will enable a greater insight into the challenges experienced by both the student and those involved in their learning.

There has been an attempt with the shorter sheets to keep the language simple and jargon free. For those who may struggle with some of the education-style words and phrases, a glossary is available.

When implementing strategies:

- Professionals should work collaboratively across disciplines when planning and assessing personalised learning pathways to ensure those who know the student best are sharing information, and to prevent fragmentation of any interventions. This should also include families. Strategies and interventions will be most effective when they are understood and implemented in the home consistently with school.
- Consider how the student themselves can be involved. Can they provide information on their preferred learning styles, or interests to shape a learning target or intervention? Can the student take a more active role in negotiating their own learning and managing their responses? This could be empowering for a student and take steps towards boosting school enjoyment and self-esteem.
- It is important that the appropriate professionals are consulted when targets and interventions around positioning, sensory integration and arousal levels, health and medication.
- How can the effectiveness of the strategies and interventions implemented be measured? The Engagement Profile and Scale may be a good way of charting the changes in learning behaviour.