



Reading Graduated Response to

SEND

5-16y

Cognition & Learning

Reviewed: April 2021

Next review date: April 2022

To be read in conjunction with:

- SEND Mainstream Guidance. Supporting children and young people who have special educational needs and disabilities (SEND) in mainstream Early Years providers, schools and Post-16 settings. November 2016
- Ordinarily Available document
- Banding Document
- <https://www.gov.uk/government/collections/statutory-guidance-schools>

COGNITION AND LEARNING DESCRIPTION OF NEED

Learning Difficulties (LD)

The majority of students who experience difficulties with aspects of learning will have their needs met through high quality teaching, curriculum enhancement and targeted initiatives.

CYP with more significant learning difficulties will be identified early in their school career. In most cases, they will have difficulty acquiring basic numeracy and literacy skills and may have commensurate speech and language difficulties. They may well find it hard to deal with abstract ideas and to generalise from experience. Some may also have poor social skills and may show signs of emotional and behavioural difficulties.

They may experience:

- Consistently evident problems with regard to memory and reasoning skills;
- Consistently evident problems with processing, organising and coordinating spoken and written language to aid cognition;
- Consistently evident problems with sequencing and organising the steps needed to complete tasks;
- Consistently evident problems with problem solving and developing concepts;
- Consistently evident problems with understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.
- Possible problems with fine and gross motor competencies, which significantly impair access to the curriculum;
- Resources needing to be deployed which are additional to or different from those normally available to the students in the school, through the differentiated curriculum;

STAGE 1 PROVISION FOR COGNITION AND LEARNING

Normal school entitlement provided from Element 1 (Universal) Age Weighted Pupil Unit (AWPU) via quality first teaching

IMPACT OF COGNITION AND LEARNING DIFFICULTIES ON LEARNING

Indicators may include a child or young person who despite whole school support:

Levels of attainment that are generally lower than those of their age equivalent peers.

Some difficulty in acquiring skills, notably in language, literacy, numeracy skills (or early developmental skills). May be slower to use, retain and apply everyday concepts than age equivalent peers.

May have mild levels of sensory impairment or fine motor skills, may have difficulties related to behaviour, social or emotional issues and need some help with these.

PROVISION - Quality Teaching Strategies/Specialised Adaptations

Quality teaching

All children benefit from good quality first teaching. This includes high quality teaching which is differentiated and personalised to meet the needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Teachers carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic approaches as well as auditory/verbal learning. These need to be carefully matched to pupil's needs and abilities. Additional intervention and support cannot compensate for a lack of good quality teaching.

Parents/Carers and Pupil Participation

- Good practice is for parents/carer/young person to be involved in setting targets and planning and reviewing provision.
- Specific additional support, perhaps as part of a homework strategy and to support provision.
- Home/school communication over and above the norm – e.g. home-school book.
- Parents/carers are provided with details of local services available via the Local Offer.
- Students have regular opportunities to evaluate their performance in learning activities.
- Students' self-assessment routinely used to set individual learning targets.
- Full inclusion in all school assessments, statutory assessment and tasks. Parent/carer involvement through normal school policy arrangements.

Assessment, Planning and Review

- Use of the Engagement model
- Review provision provided for the child/young person.
- Use of SMART targets.
- Involvement of parent/carer, child/young person, SENCO, class teacher or equivalent.
- Holistic review of child/young person's needs, focus on social and emotional needs as well as academic progress.

<ul style="list-style-type: none"> • Outcome focused termly review. • Provision mapping. • Baseline and formative assessments – e.g. Dyslexia screening by school staff; systematic approach to monitor and track progress; assessment of particular areas of need.
<p>Grouping for Teaching Purposes</p> <ul style="list-style-type: none"> • Access to groups. • Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task. • Support during less structured times, as needed (for example, homework and lunchtime clubs). • Tasks will need to be scaffolded. • May benefit from focused/small group teaching support at some points during the week.
<p>Curriculum and Teaching Methods</p> <ul style="list-style-type: none"> • Extra practice (little and often) to reinforce skills, as required. • Small group work (occasionally 1:1) planned by the class teacher and delivered by the teacher or the teaching assistant – e.g. phonics, or numeracy intervention. • Access to specialist equipment and materials e.g. practical resources such as laminated prompt cards to help student stay on task, writing frame. • A variety of practical materials and experiences to support learning and opportunities to put skills into practice in different contexts. • Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promote appropriate interpersonal skills with other students. • Classroom staff are skilled at adjusting the pace and order of activities in order to maintain attention.
<p>Additional Human and Other Resources</p> <ul style="list-style-type: none"> • Individual and small group work in and out of the whole class setting. • Additional adult support for some work in a small group.
<p>Training and Advice</p> <ul style="list-style-type: none"> • Staff to be trained in strategies related to specific areas of need. The SENCO or other designated staff member could deliver this training. • Strategies/training shared with parents/carers as appropriate.
<p>School to school support Joint training, shared good practice, use of resources.</p>

STAGE 2 PROVISION for COGNITION AND LEARNING
Provided from school's delegated budget Element 2 (Notional Special Educational Needs budget)

When move to Stage 2

After at least 2 reviews at Stage 1, a few children or young people may not be making expected progress towards the targets set. These children and young people would be considered for Stage 2 intervention. The period of time covered by this review process would normally be approximately six months, but during this period or towards the end of this period, schools or colleges should consult with relevant support services to consider the nature of the difficulty and appropriate Stage of additional support.

IMPACT OF COGNITION AND LEARNING DIFFICULTIES ON LEARNING

Despite receiving an individualised programme and/or concentrated support the young person:

Will have low attainment reflected in levels typical of two-thirds of chronological age; May also be socially and emotionally immature and have limited interpersonal skills; Will have difficulties with written and oral communication;

Emerging evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities;

Low level difficulties in the acquisition and/or use of language;

Very specific difficulties (dyslexia, dyspraxia) affecting literacy skills, spatial and perceptual skills and fine and/or gross motor skills; Moderate and persistent difficulties in the acquisition and/or use of literacy and numeracy skills which affect progress in other areas of the curriculum and do not fit his/her general pattern of learning and performance.

May also have difficulties with other areas e.g. motor skills, organisation skills, behaviour, social or emotional issues and multi-agency advice may be required.

May also have difficulties with sequencing, visual and/or auditory perception, co-ordination, concentration or short-term working memory May have poor learning habits and concentration difficulties; be poorly motivated and resistant to learning.

PROVISION - Quality Teaching Strategies/Specialised Adaptations Stage 1 plus:

Parent/Carers and Pupil Participation

- Parents/carer/young person to be involved in setting targets and planning and reviewing provision.
- Home/school communication over and above the norm.

- Parents/carers are provided with details of local services available via the Local Offer.
- Arrangements to extend student participation within the curriculum, to prevent disaffection and promote engagement with school work, independent learning and self-monitoring.

Assessment, Planning and Review

- Use of the Engagement model to support pupils who are working below the level of the national curriculum and not engaged in subject-specific study.
- Review provision recorded for the child/young person, which may include advice and information from external agencies.
- Use of SMART targets.
- Must involve parent/carer, child/young person, SENCO, class teacher or equivalent.
- Outcome focused review, at least once a term but may be more frequent.
- Provision mapping.
- Precision Teaching and monitoring (training available).
- Regular liaison between external professionals and school staff in relation to specific programmes and targets.
- Parent/carer to be involved in the formulation, monitoring and implementation of targets.
- A record will be kept of consultation with external professionals, if they are involved with the student.

Group for Teaching Purposes

Flexible grouping arrangements will provide a combination of opportunities for:

- Access to additional and different arrangements on a small group or individual basis.
- Curriculum and support groups where students are working with peers at similar levels
- Access to grouping that enables students to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Utilisation of appropriate materials for students with Specific learning difficulties.
- Access to peer supported learning through Buddy schemes;
- Arrangements mainly within the classroom with limited period of withdrawal.
- Specific techniques used, as advised by specialists.
- Developing language and communication skills
- Developing listening and attention skills
- Group work on targets relating to provision map for basic skills
- Practical work with concrete/visual materials to establish concepts and skills
- Revision and over learning.
- Effective spelling strategies. Regular provision of subject specific spelling lists and specialist dictionaries.
- Strategies to support weak spatial, perceptual and memory skills.
- Strategies to support problem solving, and ability to sequence learning steps to task completion.

- Alternative forms of recording which enables the student to demonstrate knowledge without the requirement for extended written work.
- Support for study skills and work planning, mind mapping techniques etc.
- Support to develop personal organisation in response to timetabling and managing possessions/equipment.

Curriculum and Teaching Methods

- Use of multi-sensory teaching strategies, a focus on phonological awareness or motor skills programme.
- Use of the Engagement model
- A variety of practical materials and experience to support learning.
- Access to specialist equipment and materials: eg laptop, OT recommended equipment such as a writing slope, wobble cushion etc.
- A variety of practical materials and experiences to support learning – for example, a ‘field trip’ with a TA or other adult.
- Visual cues to support all areas, e.g. routines; organisational skills.
- Highly structured steps in learning that are small and achievable.
- External interventions may be appropriate.

Additional Human and Other Resources

- Individually focused specialist intervention. This could be in-class support from a suitable trained teacher; it could be an intervention programme such as *Sounds Write* or *Lexia*.
- Programmes delivered by or under the direction of appropriately trained and experienced professionals – for example, Speech and Language Therapist, Educational Psychologist, Autism Advisory Service.
- Pre and post tutoring in subject specific vocabulary.

Training and advice

- Staff to be trained in strategies related to specific areas of need. This will probably be delivered by external agencies, eg Autism Advisory Service; Educational Psychology
- Strategies/training shared with parents/carers as appropriate.

School to School support

Teaching school support and advice, observations and consultations. Sharing of good resources.

EHCP PROVISION for COGNITION AND LEARNING

A child or young person who has been assessed for and issued an EHCP and has appropriate strategies in place recommended by an external agency which cannot be met by the school without access to additional funding.

Descriptor: When move to an EHCP

- The CYP will experience profound, complex lifelong learning difficulties, and may require enhanced or specialised provision, with personalised programmes of support delivered by staff with a high level of expertise.
- Very low range for attainment
- Standardised test repeated after 6 months and again after 12 months demonstrates widening age gap in at least three areas from: reading rate; reading accuracy and comprehension; spelling; writing speed, number.
- May have significant difficulties with organisational skills and independent learning
- These learning difficulties may co-exist with a medical condition and/or physical or sensory difficulties
- There may be associated behaviour difficulties including attention difficulties and/or self-esteem issues
- CYP may be vulnerable

IMPACT OF COGNITION AND LEARNING DIFFICULTIES ON LEARNING

Assessment and planning

Multi-agency assessments will need to be undertaken in a cohesive and non-intrusive manner, being sensitive to the communication preferences of the CYP

- Specialist assessments by Educational Psychologist (EP) and / or Specialist Teacher inform planning
- A detailed ILP Support Plan, focusing on the acquisition of basic literacy / numeracy skills, provides opportunities for over learning
- Long term involvement of educational and non-educational professionals as part of assess-plan-do-review process
- Assessments, lead to a detailed pupil profile being developed
- Specialised assessments relevant to characteristics of medical condition, physical difficulties and/or sensory needs
- Risk assessments identify dangers and needs for additional support where appropriate
- Long term ongoing involvement of educational and non-educational professionals as part of EHC plan may be needed

Teaching & Learning

The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks

- Support available when pupil working on scaffolded & modified curriculum tasks;
- provides regular opportunities for small group work and daily one-to-one
- promote independence • create opportunities for peer-to-peer interaction
- Main provision by class/subject teacher with support and advice from education and non-education professional as appropriate
- Appropriate modification of the delivery of the curriculum in consultation with educational and non-educational professionals
- Technology well used to address needs

- Life skills and day to day living skills need to be integrated into the curriculum.
- Curriculum delivery needs to be highly personalised.

Curriculum & Interventions

Substantial adaptations may be required in at least the core subject to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage

- Tasks and presentation personalised to pupil's needs
- Significant emphasis on consolidation before introducing new skills
- Small steps targets within group programmes and/or 1:1
- Overlearning opportunities to aid memory retention and self-reliance
- Specific, measurable interventions aimed at improving functional literacy and numeracy skills
- Intervention should be:
 - o structured
 - o cumulative – with overlearning
 - o multisensory
 - o motivational
 - o relevant
 - o transferable

May require additional staff support to access learning in a specialist setting / enhanced mainstream