

Cognition and Learning

Possible indicators may include

Significantly behind peers
Requires constant overlearning
Failing to make progress despite intervention
Difficulty retaining



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

- EP Referral
- 1-1 LSA support
- SEMH Teacher 1:1
- EHCP referral if needed
- Referral to external agencies as needed
- EHCP Annual Reviews
- Individual SEND Plan written (ISP)
- Now/Next board
- Assess, Plan, Do, Review (APDR)
- Cognition and Learning Teacher Referral
- Maths Interventions Inc. Plus 1, Power of 2, Perform with Times Tables, Perform with Time
- English Interventions Inc. Nesy, Lexia, Write from the start, 1:1 Reading, Lightening Squad, Beat Dyslexia, Toe by Toe
- Quality 1st Teaching
- Concrete resources/multisensory approach.
- Additional time.
- Repeated learning
- Verbal praise. Feedback recognises progress and effort, not just achievement
- Adapted Learning Intentions.
- Teaching and learning stepped from the 'Known'.
- Independent activities.
- Metacognition strategies
- Pre-teach key vocabulary
- Collaborative learning, Paired writing, talk partners, random pairing activities, small group.
- Duration of activities is apt.
- Calm learning environment.
- YPs name and eye contact used.
- Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference.
- Processing time given & key words emphasised.
- Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level.
- Pupil communication valued and responded to.
- Structured, consistent routines.
- Positive relationships evident
- Adults say the behaviour they want.
- Whole class visual timetable
- Restorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising.
- Opportunities to meet sensory need (e.g. Fiddle toys).
- Adults recognise how tiring some conditions can be when facing the whole school day.
- Enriched curriculum with first hand learning from trips, workshops, themed days, visitors, sports and musical events
- Knowledge organisers to show knowledge in a clear and concise way
- Access to assistive technology e.g. chrome books, ipads
- Use of WAGOLLS
- Working walls
- Awareness of any One Page Profile info – Knowing the child
- Seating arrangements to support learning
- Chunking of work
- Formative assessment used to adjust content
- Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames
- Dyslexia friendly teaching – PowerPoints/IWB slides on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources
- Quality texts and resources
- Agreed sensory breaks/Fizz breaks

Individualised

Targeted

Universal

- Cognition and Learning Teacher
- EP
- Pediatrician