

Graduated Approach Cognition and Learning



Cognition and Learning Needs

Range Descriptors Overview

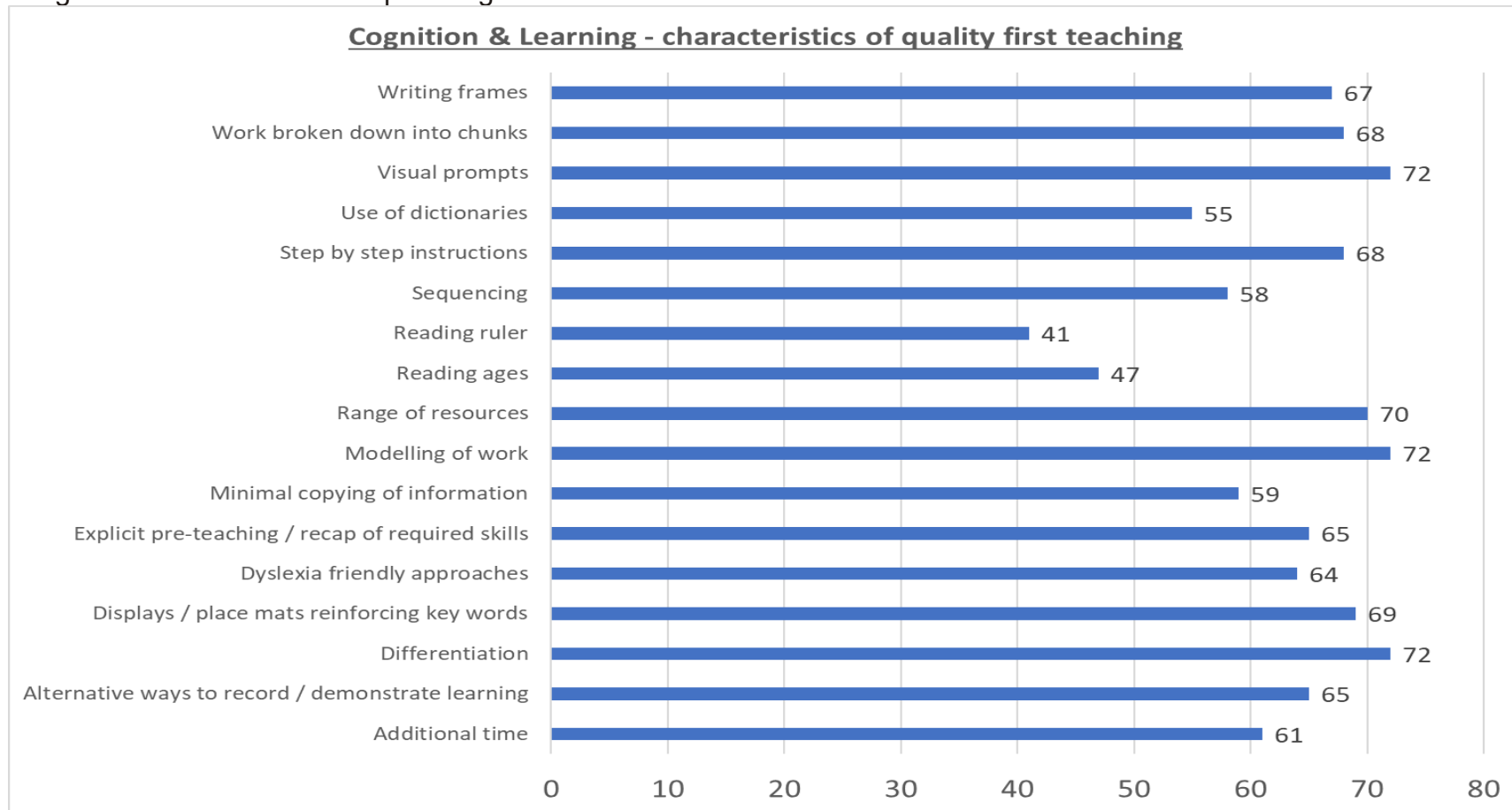
| Range descriptor | Overview |
|--|---|
| Quality First Teaching - Range 1 Mild | <ul style="list-style-type: none"> • May be below age-related expectations • Difficulty with the acquisition/use of language, literacy and numeracy skills • Difficulty with the pace of curriculum delivery • Some problems with concept development • Evidence of some difficulties in aspects of literacy, numeracy or motor coordination • Attainment levels are likely to be a year or more delayed |
| Initial Support - Range 2 Mild - Moderate | <ul style="list-style-type: none"> • Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills • The child or young person is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention and differentiation through a support plan • Evidence of difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum • Progress is at a slow rate but with evidence of response to intervention • Support is required to maintain gains and to access the curriculum • Attainment is well below expectations despite targeted differentiation • Processing difficulties limit independence and pupil may need adult support in some areas • The pupil will have mild but persistent difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention and quality first teaching • May have difficulties with organisation and independence in comparison to peers • Difficulties impact on access to the curriculum • The child or young person will require reasonable adjustments to support them in the classroom • Self-esteem and motivation may be an issue • Possibly other needs or circumstances that impact on learning |

| Range descriptor | Overview |
|---|--|
| <p>SEND Support - Range 3 Moderate</p> | <ul style="list-style-type: none"> • Persistent difficulties in the acquisition/use of language/literacy/numeracy skills • May appear resistant to previous interventions • The child or young person is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification • Moderate difficulties with independent working and may sometimes need the support of an adult and a modified curriculum <u>or</u> assessment findings from a range of standardised cognitive assessments • Assessment by an Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition e.g. memory, concept development, information processing, understanding, sequencing and reasoning • Difficulties impact on learning and/or limit access to the curriculum • Significant discrepancies between different areas of cognition or a highly unusual profile of strengths and difficulties • Personalised learning plan • Access to advice from a specialist • Support for reading/recording to access the curriculum at the appropriate level of understanding • The child or young person will have moderate and persistent difficulties with literacy, numeracy and/or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality first teaching • Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processing • Difficulties will affect access to curriculum, and specialist support/advice and arrangements will be required • May require assistive technology and/or augmented or alternative communication supports • Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support • Involvement of pupil in target setting and personalised learning |

| Range descriptor | Overview |
|---|---|
| <p>Enhanced SEND Support - Range 4 Significant</p> | <ul style="list-style-type: none"> • The child or young person will have significant and persistent difficulties with literacy, numeracy or motor co-ordination despite regular attendance and high-quality specialist intervention and teaching • Key language, literacy and/or numeracy skills are well below functional levels for their year group – the child or young person cannot access text or record independently • The child or young person has significant levels of difficulty in cognitive processing, requiring significant alteration to the pace and delivery of the curriculum • Difficulties likely to be long term/lifelong • Condition is pervasive and debilitating • Significantly affects access to curriculum and academic progress • High levels of support required which include assistive technology • Social skills and behaviour may be affected, and issues of self-esteem and motivation are likely to be present • The child or young person may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding or expressing thoughts • Difficulties are so significant that specialist daily teaching in literacy and numeracy and access to a modified curriculum are required • The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting |

Quality First Teaching – Range 1

Schools in Stoke-on-Trent were surveyed to better understand what quality first teaching looked like with regards to cognition and learning, the following graph (see below) shows the range of support on offer and that 'visual prompts; 'modelling of work' and 'range of resources' are the top strategies used.



Initial Support – Range 2

Literacy Difficulties:

| | |
|----------------------------------|---|
| NEEDS and CHALLENGES | <ul style="list-style-type: none"> Literacy scores are below age-related expectations |
| ASSESS | <ul style="list-style-type: none"> Whole school assessments e.g. CAT test, PIRA |
| PLAN and DO | <ul style="list-style-type: none"> Language rich environment, key vocabulary displayed, which grows as the topic of study develops |
| EXPECTED OUTCOMES/ REVIEW | <ul style="list-style-type: none"> The child or young person increasingly accesses resources to support their learning independently The child or young person achieve age related expectations |

Phonics:

| | |
|---------------------------------|--|
| NEEDS and CHALLENGES | <ul style="list-style-type: none"> Phonic skills are below age-related expectations |
| ASSESS | <ul style="list-style-type: none"> Language assessments e.g. BPVS, Early Communication Screen Y1 Screening test Read Write Inc |
| PLAN and DO | <ul style="list-style-type: none"> Alphabet/ phonics display Multisensory teaching (small group/individual) |
| EXPECTED OUTCOMES/REVIEW | <ul style="list-style-type: none"> The child or young person is progressing through the phonic stages and becoming a secure confident reader The child or young person has secure ability to blend to read and segment words |

Reading:

| | |
|----------------------------------|---|
| NEEDS and CHALLENGES | <ul style="list-style-type: none"> • Poor sight vocabulary • Lack of fluency, having difficulty reading quickly, accurately, and with proper expression (if reading aloud) |
| ASSESS | <ul style="list-style-type: none"> • Salford Reading and Comprehension • NFER • WRAT5 Single word reading test • Read Write Inc • Accelerated reader • 2Eskimo reading assessment • National Curriculum word lists |
| PLAN and DO | <ul style="list-style-type: none"> • Word mats • Additional reading with an adult (individual/group) • Texts need to be age and skill appropriate • Accelerated reader |
| EXPECTED OUTCOMES/ REVIEW | <p>The child or young person:</p> <ul style="list-style-type: none"> • Is achieving age related expectations • has a love for reading and reads for pleasure • has a secure understanding of what they have read – developed inference skills • makes links between what they have read and know/see about the world. • can read an age appropriate book fluently • has developed fluency and understanding of what they have read • has secure ability to blend to read and segment words |

Comprehension:

| | |
|----------------------------------|---|
| NEEDS and CHALLENGES | Difficulties, having trouble understanding what they read |
| ASSESS | <ul style="list-style-type: none"> • NFER • WRAT 5 Sentence Comprehension test • Salford Reading and Comprehension • YARC |
| PLAN and DO | <ul style="list-style-type: none"> • The Inference Intervention • Language rich environment, key vocabulary displayed, which grows as the topic of study develops • Texts need to be age and skill appropriate |
| EXPECTED OUTCOMES/ REVIEW | <ul style="list-style-type: none"> • Improved reading comprehension scores • Can find answers in the text • Can retrieve information from the text • Can infer from the text |

Spelling:

| | |
|-----------------------------|--|
| NEEDS and CHALLENGES | Application of word knowledge is not evident in written work |
| ASSESS | <ul style="list-style-type: none"> • The Helen Arkell Spelling Test (HAST -2) • Vernon Graded Word Spelling Test • National curriculum word lists |
| PLAN and DO | <ul style="list-style-type: none"> • Word mats • Multisensory teaching • Key vocabulary on display/ word lists • Teach spelling families • Reduce number of spellings to be learnt • Focus on learning one phonic spelling at a time and key vocabulary • Teach strategies e.g. mnemonics |

| | |
|----------------------------------|--|
| EXPECTED OUTCOMES/ REVIEW | <ul style="list-style-type: none"> • The child or young person has learnt spelling patterns learnt and then applied to new words that they come across • The child or young person applies and uses new spelling patterns and high frequency words in written work |
|----------------------------------|--|

Writing:

| | |
|---------------------------------|--|
| NEEDS and CHALLENGES | <ul style="list-style-type: none"> • Letter formation • Unable to write in a legible script |
| ASSESS | <ul style="list-style-type: none"> • Moderation of writing against peers |
| PLAN and DO | <ul style="list-style-type: none"> • Word mats • Pencil grip • Alternative pencil/pen • Use of ICT e.g. Clicker, Docs Plus, iPad • Wider lined paper • Additional handwriting activities • Write Dance • Write from the start • Speed up! |
| EXPECTED OUTCOMES/REVIEW | <ul style="list-style-type: none"> • The child or young person's writing is in a legible font at an appropriate speed |

Numeracy Difficulties:

| | |
|-----------------------------------|---|
| NEEDS and CHALLENGES | <ul style="list-style-type: none"> • Difficulty making sense of number concepts • Struggles with mental arithmetic tasks • Often forgets mathematical procedures |
| ASSESS | <ul style="list-style-type: none"> • PUMA • Numicon • WRAT 5 Math Computation • TOBANS • White Rose |
| PLAN and DO | <ul style="list-style-type: none"> • Use of concrete apparatus e.g. Numicon • Visual aids • Working walls which include key vocabulary • Pre-teaching vocabulary • Overlearning • Multisensory teaching • Number lines, Number grids • Timetables Rockstars |
| EXPECTED OUTCOMES / REVIEW | <ul style="list-style-type: none"> • The child or young person retains and uses number facts e.g. number bonds • Automaticity in recall of mental arithmetic facts • Maths skills are in line with age-related expectations |

Memory:

| | |
|---------------------------------|--|
| NEEDS and CHALLENGES | <ul style="list-style-type: none"> • Difficulties in retention of information |
| ASSESS | <ul style="list-style-type: none"> • Class tests |
| PLAN and DO | <ul style="list-style-type: none"> • Visual prompts e.g. illustrating steps • Writing frames • Overlearning • Multisensory teaching • Word mats |
| EXPECTED OUTCOMES/REVIEW | <ul style="list-style-type: none"> • Automatic recall of information • The child or young person remembers longer instructions |

SEND Support – Range 3

Reading;

| | |
|-----------------------------|--|
| NEEDS AND CHALLENGES | <p>Despite differentiated teaching the child or young person continues to have difficulties with:</p> <ul style="list-style-type: none"> • Automatic recall of sight vocabulary/ high frequency words/ non-decodable words • Phonics (difficulty decoding and encoding words) • Reading lacks fluency (reads word for word, laboured) • Comprehension (finds it difficult to understand what they have read) |
| ASSESS | <ul style="list-style-type: none"> • Salford Reading and Comprehension • Accelerated reader • York Assessment of Reading for Comprehension • PIRA • National Curriculum word lists |

| | |
|----------------------------------|---|
| PLAN and DO | <ul style="list-style-type: none"> • Switch on • Better Reading • Partners Paired Reading • Precision Teaching • Read Write Inc • Fresh Start • Inference Programme • Nessy Learning • Word mats • Staunton Daily Diary • Direct Instruction |
| EXPECTED OUTCOMES/ REVIEW | <ul style="list-style-type: none"> • www.interventionsforliteracy.org.uk • Greg Brooks and Gary Lavan (2020) what works for literacy difficulty 6th edition • Brooks's What Works for Literacy Difficulties? (thedyslexia-spldtrust.org.uk) • The child or young person make double the rate of progress over the course of the intervention e.g. 4 – 10 weeks. • Guidance Reports Education Endowment Foundation EEF • Improved scores on standardised reading tests • Reading fluency improves • Reading accuracy improves • Reading speed improves • The gap closes between the students and their peers |

Spelling:

| | |
|---------------------------------|--|
| NEEDS and CHALLENGES | <p>Despite differentiated teaching the child or young person continues to have difficulties with:</p> <ul style="list-style-type: none"> • Learning spelling patterns and applying them in their written work • spelling high frequency words at age expected levels |
| ASSESS | <ul style="list-style-type: none"> • The Helen Arkell Spelling Test (HAST -2) • Vernon Graded Word Spelling Test • National Curriculum word lists |
| PLAN and DO | <ul style="list-style-type: none"> • Interventions <ul style="list-style-type: none"> - Precision Teaching - Word Wasp - Hornet Literacy Primer - Nesy Learning - Simultaneous Oral Spelling - Magical Spelling - Mnemonics - Neurolinguistic - Link a lot - Cued spelling - Morphemic spelling - ACE Dictionary - Staunton Daily Diary |
| EXPECTED OUTCOMES/REVIEW | <ul style="list-style-type: none"> • Increase in Spelling Punctuation and Grammar scores • Accelerated progress over the 10-week intervention cycle • The child or young person can spell more words correctly • The child or young person can identify own errors • Writing speed may increase |

Writing:

| | |
|---------------------------------|---|
| NEEDS and CHALLENGES | <p>Despite differentiated teaching the child or young person continues to have difficulties with:</p> <ul style="list-style-type: none"> • Writing is in a legible font • Writing at an appropriate speed |
| ASSESS | <ul style="list-style-type: none"> • Timed writing tasks in class • Detailed Assessment of Speed of Handwriting (DASH) |
| PLAN and DO | <ul style="list-style-type: none"> - Clicker 8/ Docs Plus - Precision Teaching - Write Dance - Write from the start - Speed up! - Motor Skilled United - Handwriting rescue scheme |
| EXPECTED OUTCOMES/REVIEW | <ul style="list-style-type: none"> • Writing assessments show increased legibility • Increased writing speed |

Numeracy Difficulties:

| | |
|-----------------------------|--|
| NEEDS and CHALLENGES | <p>Despite differentiated teaching the child or young person continues to have difficulties with:</p> <ul style="list-style-type: none"> • Retention and use of number fact • Automatic recall of mental arithmetic facts • Maths skills are below age-related expectations |
| ASSESS | <ul style="list-style-type: none"> • PUMA • Numicon • TOBANS • White Rose • WRAT5 • Sandwell Early Maths Assessment |

| | |
|-----------------------------------|--|
| PLAN AND DO | <ul style="list-style-type: none"> • Plus 1 • Power of 2 • Precision Teaching • Numicon • My Maths • Numicon |
| EXPECTED OUTCOMES / REVIEW | <ul style="list-style-type: none"> • Improved confidence in mental arithmetic • Improved confidence in data handling • Application of number facts is evident e.g. increased number of (four rules) questions answered in a standardised test |

Memory:

| | |
|----------------------------------|--|
| NEEDS AND CHALLENGES | <ul style="list-style-type: none"> • Despite strategies being put into place the child or young person still has difficulties in retention of information |
| ASSESS | <ul style="list-style-type: none"> • Class tests • KIMS Game |
| PLAN and DO | <ul style="list-style-type: none"> • KIMS Game • Auditory Memory Games • Visual Memory Games • Memory Fix |
| EXPECTED OUTCOMES/ REVIEW | <ul style="list-style-type: none"> • Automatic of recall of information • The child or young person can remember longer instructions |

Dyslexia:

| | |
|-----------------------------------|--|
| NEEDS AND CHALLENGES | <ul style="list-style-type: none">• Evidence of a discrepancy between cognitive levels and performance or an unusual pattern of strengths and weaknesses |
| ASSESS | Dyslexia screeners <ul style="list-style-type: none">• Lucid Rapid Dyslexia screen (GL Assessment)• Dyslexia Screening Test DST-J, DST-S (Pearson) |
| PLAN and DO | <ul style="list-style-type: none">• Active Literacy Kit• Beat Dyslexia• Dyslexia Gold• Life Boat• The Conquering Literacy Programme• Alphabet arc• Dyslexia Friendly Fonts e.g. open dyslexic, comic sans,• Pastel coloured backgrounds for worksheets and whiteboard• Reduce lighting (glare) on whiteboard |
| EXPECTED OUTCOMES / REVIEW | <ul style="list-style-type: none">• Increased fluency• Improved performance in classwork and assessments e.g. automatic recall of information• Metacognition – the child or young person is able to explain and understands strategies that will support their learning and can use these in the classroom independently |

Enhanced SEND Support – Range 4

Generalised Literacy Learning Difficulties (MLD)

| | |
|-----------------------------------|--|
| NEEDS and CHALLENGES | <ul style="list-style-type: none">• Cognitive ability is well below average and is comparable to literacy skills |
| ASSESS | <ul style="list-style-type: none">• Standardised assessments and recommendations by a qualified SEN specialist |
| PLAN and DO | <ul style="list-style-type: none">• Target specific areas of need as appropriate e.g. reading, spelling |
| EXPECTED OUTCOMES / REVIEW | <ul style="list-style-type: none">• The child or young person makes more than expected progress which is evident through standardised tests• The child or young person uses strategies independently to support their learning. |

Dyslexia:

| | |
|-----------------------------|---|
| NEEDS and CHALLENGES | <ul style="list-style-type: none">• The discrepancy between cognitive ability and performance is highly significant |
| ASSESS | <ul style="list-style-type: none">• Diagnostic assessment completed by a qualified specialist |

| | |
|----------------------------------|--|
| PLAN and DO | <p>As above but target specific areas e.g. reading, spelling, etc</p> <ul style="list-style-type: none"> • Active Literacy Kit • Beat Dyslexia • Dyslexia Gold • Life Boat • The Conquering Literacy Programme • Reading Pen • Access Arrangements as appropriate • Use of ICT e.g. dragon dictate, touch typing, • Dyslexia Friendly Fonts e.g. open dyslexic, comic sans, • Pastel coloured backgrounds for worksheets and whiteboard • Reduce lighting (glare) on whiteboard |
| EXPECTED OUTCOMES/ REVIEW | <ul style="list-style-type: none"> • Increase in standardised scores on tests • CYP closes the gap between their peers • CYP understands and can use strategies independently • British Dyslexia Association (bdadyslexia.org.uk) |

Dyscalculia:

| | |
|-----------------------------|---|
| NEEDS and Challenges | <ul style="list-style-type: none"> • Evidence of a discrepancy between cognitive levels and performance in Maths |
| ASSESS | <ul style="list-style-type: none"> • Diagnostic assessment completed by a qualified specialist • Chinn (2017) More Trouble with Maths • TOBANS |
| PLAN and DO | <ul style="list-style-type: none"> • Plus 1 • Power of 2 • Precision Teaching • Numicon • My Maths • Dyscalculia (Kelly 2020) |

| | |
|-----------------------------------|---|
| EXPECTED OUTCOMES / REVIEW | <ul style="list-style-type: none"> • Increase in standardised scores on tests. • Automaticity evident when completing mental calculations and problem solving • The child or young person closes the gap between their peers • The child or young person understands and can use strategies independently |
|-----------------------------------|---|

Cognition and learning: PfA Outcomes and provision

Reception to Y2 (5-7 years)

| | |
|--------------------------------|---|
| Employability/Education | <ul style="list-style-type: none"> • The child or young person will have the listening skills and concentration to increase the amount of time they are able to maintain focus upon learning tasks • The child or young person will be developing early concepts of literacy and numeracy skills to enable them to lay the foundations of later learning • The child or young person will have an awareness of 'growing up', and beginning to have some ideas of what they would 'like to be', when they are older |
| Independence | <ul style="list-style-type: none"> • The child or young person will understand the concept of time and will develop the skills necessary to access digital and analogue clocks • The child or young person will understand the concept of cooking and the contribution of ingredients to produce different foods |
| Community Participation | <ul style="list-style-type: none"> • The child or young person will understand the concept of friendships and will be applying this in their approach to shared play with peers |
| Health | <ul style="list-style-type: none"> • The child or young person will understand the concept of being healthy, including the benefits of exercise and making healthy food choices and will begin to apply this in the context of mealtimes and attendance at clubs and sports activities • The child or young person will understand the need for regular dental, vision and hearing checks to maintain good health |

Y3 to Y6 (8-11 years)

| | |
|--------------------------------|---|
| Employability/Education | <ul style="list-style-type: none"> • The child or young person will understand and be able to talk about different careers and education options so that they are able to make choices about what they will do next • The child or young person will begin to develop a profile of interests and aspirations in order to demonstrate individual strengths and skills |
| Independence | <ul style="list-style-type: none"> • The child or young person will understand the concept of money, demonstrating awareness that different objects are of different monetary values and beginning to use money to pay for items such as snacks in school • The child or young person will begin to understand concepts relation to travel and transport including paying for a ticket/pass, timetables, and road signs and will be aware of the role of these in facilitating independent travel. • The child or young person will understand the concept of recipes relating to preparation of food and will be able to follow these with adult support to make simple foods (cupcakes, sandwiches etc.) |
| Community Participation | <ul style="list-style-type: none"> • The child or young person will understand the importance of being safe within the local community, including online, and will begin to understand potential areas of risk, e.g. strangers, online hazards, bullying and ways to take steps to avoid these • The child or young person will be familiar with the local area, including particular places, routes of travel to enable them to begin to understand where they are going and methods to get there |
| Health | <ul style="list-style-type: none"> • The child or young person will understand the purpose of vaccinations and will cooperate with these to ensure good medical health • The child or young person will understand changes to their body associated with puberty and will be aware of self-care routines required to maintain good physical health • The child or young person will understand minor health needs that they may have, asthma, eczema, difficulties with vision and/or hearing; they will understand the strategies and resources to manage these |

Y7 to Y11 (11-16 years)

| | |
|---------------------------------------|--|
| <p>Employability/Education</p> | <ul style="list-style-type: none"> • The child or young person will be able to understand information relating to course options (GCSE, NVQ, Entry level qualifications, vocational options etc.) including the requirements for access to a range of HE options to enable realistic and informed choices • The child or young person will be able to think about subject option choices alongside longer-term career goals and will be able to choose subjects and course options to enable next steps in their chosen direction • The child or young person will begin to think about and plan work experience/part-time opportunities to enable them to understand workplace demands and requirements and to gain early experience in areas of interest for future employment • The child or young person will continue to develop a profile of interests and achievements in order to demonstrate individual strengths and skills. This will be used in accordance with careers sessions and guidance. • The child or young person will understand supported employment options e.g. Access to Work |
| <p>Independence</p> | <ul style="list-style-type: none"> • The child or young person will understand monetary value, how much money they have and how much money items cost, and will be able to make decisions in relation to what they spend their money on as a first step towards financial budgeting • The child or young person will demonstrate skills in accessing local transport services, buying a ticket/pass, understanding bus times, using these systems of travel to access school, for example • The child or young person will understand information relating to different food groups and meal planning and will be able to understand instructions within a recipe card/book to enable them to cook simple meals with support |

| | |
|--------------------------------|--|
| Community Participation | <ul style="list-style-type: none"> • The child or young person will understand risks associated with social media, online gaming and online communities and will be increasingly competent in understanding how to keep themselves safe • The child or young person will understand social norms and conventions in relation to a variety of friendships and relationships and will be able to use this knowledge to enable them to engage appropriately within a range of social contexts • The child or young person will understand options in relation to a range of leisure and social activities available and will be able to use this to make informed and positive choices about how they want to spend their free time • The child or young person will show increased understanding of the wider picture and will build resistance to support emotional wellbeing |
| Health | <ul style="list-style-type: none"> • The child or young person will understand information relating to sex education and sexual health in preparation for adulthood • The child or young person will understand the role of the GP and the support available to them • The child or young person will understand the risks associated with drugs and alcohol and will apply information learned to keep themselves safe • The child or young person will have a more active role in understanding and managing more complex health needs to facilitate greater independence |