

Cognition & Learning

Pupils needs <i>(assess)</i>	Intervention & targeted response <i>(plan/do)</i>	Expected outcomes <i>(review)</i>
<i>SpLD</i>		
<ul style="list-style-type: none"> • Low levels of attainment and progress • Difficulty acquiring new skills (particularly in literacy and numeracy) • Difficulty in dealing with abstract ideas • Some speech and language difficulties • e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration • Difficulties involving specific skills such as sequencing, ordering, word finding • Limited skills in verbal exchanges • Avoidance strategies • Self-confidence/esteem • Functional Skills • Activities for Daily Living 	<p>#1 Quality First Teaching</p> <ul style="list-style-type: none"> • Pupil’s name and eye contact established before giving instructions (unless autism is present/suspected) • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new and/or difficult vocabulary • Pre-teach vocabulary - check for understanding • Consistent use of positive language • Jot down key points/instructions • Give time before response is needed • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Whole school awareness and training 	<ul style="list-style-type: none"> Increased/equal access to the curriculum Increased retention of key instructions and information Improved access to learning Able to predict/recount content of lesson Improved social inclusion Ability to work independently Able to record information in a variety of ways Increase in confidence and self esteem Reduction in anxiety Improved listening & attention Increase self-confidence and self worth Positive response from pupil voice Increase physical activity/health Able to self-regulate sensory processing

From tiny acorns, mighty oaks grow.



	<ul style="list-style-type: none">• Visually supportive learning environments e.g. working walls, word mats• Supported social and emotional development• Positive marking• Opportunity to access and record information in a variety of ways including IT• Use of coloured IWB backgrounds, gels etc.• Paired reading• Consistent implementation of rewards and sanctions• Flexible grouping• Dictaphones• ACE dictionary• Laptop/iPad• ICT resources e.g. Clicker 6, Textease, Texthelp, Wordbar• Vocabulary cards• Writing frames• Spellcheckers• Visual prompts• Modified resources• Alternatives to copy writing e.g. photocopies• Individual whiteboards for drafting• Letters & Sounds• Circle time• Buddy systems/study buddies• Clear rewards and sanction systems• Coloured resources e.g. paper, overlay, fonts	
--	--	--

From tiny acorns, mighty oaks grow.

	<ul style="list-style-type: none"> • Reading rulers • Number lines • Brain Gym • Brain Training • Music to aid concentration and focus • Reward systems <p>#3 Interventions</p> <ul style="list-style-type: none"> • Structured phonic programmes • Multi-sensory approach to learning • 	
<i>SpLD</i>		
<ul style="list-style-type: none"> • Increasing phonological and short term memory difficulties • Widening gap in attainment and progress • Increasingly low self-esteem • Episodes of frustration and/or aggressive behaviours • Episodes of dis-engagement • Difficulty in forming concepts, especially when information is more abstract • Requires first hand sensory experiences 	<p>#1 Quality Teaching</p> <ul style="list-style-type: none"> • Targeted/guided sessions – literacy and numeracy • Reinforcement and practice input • Use of a range of reinforcement programmes • Multi-sensory practice groups for reading and spelling • Structured phonic programmes based on multi-sensory approach • Pre-teaching key concepts • Planned opportunities for group pre-teaching key elements (literacy and numeracy) • Group literacy intervention programmes • Developing touch typing • Study skills 	<ul style="list-style-type: none"> Increased capacity for independent learning Improved self-esteem Developing ‘I can’ attitude Decrease in number of frustrated and or aggressive behaviours Improved engagement in learning Increased desire to learn Developing bank of secure concepts Clear approach/strategies of what to do when unsure or unclear about learning Narrowing gap in attainment between peers Improved short term memory

From tiny acorns, mighty oaks grow.

	<ul style="list-style-type: none"> • Alternate methods of recording work e.g. mind mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT • Additional time for key curriculum areas • Develop a range of working memory strategies • Increasing range of specialist IT equipment e.g. keyboarding skills, <p>#3 Interventions</p> <ul style="list-style-type: none"> • Wave three maths resources • Communicate in Print • Reading programmes: Rapid Reading, Letters & Sounds, Wellington Square, Oxford Reading Tree, ECAR, FFT • Phonographix workshops • Units of Sound • Voice recognition software - Textease • Voice recognition software: Dragon Dictate • Ark • Toe-to-Toe • 5 minutes literacy 	
<p><i>SpLD</i></p>		
<ul style="list-style-type: none"> • Significant difficulty in retaining learning, or significant difficulty in applying learning • Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties 	<p>#1 Quality First Teaching</p> <ul style="list-style-type: none"> • Planned 1:1 support for targeted lessons/activities 	<p>Able to access mainstream curriculum with clear differentiation and appropriate provision More able to retain information that has been regularly over-learnt</p>

From tiny acorns, mighty oaks grow.



<ul style="list-style-type: none">• Disengagement from learning, non-attendance and/or behavioural difficulties	<ul style="list-style-type: none">• Structured 1:1 teaching of specific numeracy skills identified through diagnostic assessment or similar• Personalised learning programmes based on multi-sensory principles with frequent over-learning• Precision teaching for literacy and numeracy• Additional planning and arrangements for transition including baseline assessments <p>#3 Interventions</p> <ul style="list-style-type: none">• Access arrangements for tests and exams• Individual mentoring and/or counselling• Specialist support and interventions• Reading Recovery, Every Child A Reader (ECAR), Reading Intervention• Accelere-read• Accelere-Write• Alpha to Omega• Hickey• Arrow	<p>Able to apply learning in familiar context with some support</p> <p>Less frequent episodes of frustration</p> <p>Improved feeling of self-worth</p> <p>Increase in engagement levels and motivation</p> <p>Increase in independency</p> <p>Increase in attendance in school</p>
---	--	--

From tiny acorns, mighty oaks grow.