

# Cognition & Learning Wave 2

Assess

- Ensure QFT is in place.
- Analysis of test and attainment data e.g. CATS, Reading Assessments, Spelling Assessments, internal test and TA data, WELLCOMM, ASQ etc.
- Detailed and targeted observation to illicit the strategies and techniques the individual uses.
- Complete moderation of work (written and other methods of recording) and identify gaps in learning.
- Assess staff knowledge and skills to help plan and deliver specific interventions for targeted pupils and identify training needs.
- Meeting and discussions involving child/young person, parents, SENCo and key staff.
- Complete pupil voice with child discussing strategies used where appropriate and ideas of 'what would help me'.

- Ensure that the curriculum is accessible to the child, and assessment, including feedback, is appropriately pitched, for the individual. Identify clear smart outcomes.
- Plan to improve working memory and vocabulary building.
- Plan an intervention for specific gaps in learning – 1 term minimum.
- Consider training implications for school team, class staff or key adult.
- Consider how information is presented to child/ren e.g VAK.
- Plan to provide personal learning checklists e.g. word mats, manipulatives (concrete resources), success criteria, visual aids.
- Consider how independence can be built or maintained in tasks through short bursts, over-learning, chunked activities, pre-teaching and booster sessions.
- Consider groupings in classroom environment and other subjects areas.
- Use of EHA Action Plan (if needed).

Plan

## SEN Support (provided via schools own resources)

Review

- Work closely with the child/young person, parents and outside agencies to review interventions / advice / progress.
- Identify and celebrate any progress made by the child since the development of this plan
- Identify any ongoing, or new and emerging, needs
- Plan next steps with the child/young person and parents
- Quality Assurance of curriculum delivery by SENCo or other appropriate member of staff
- Review teaching approaches for all lessons across subjects.
- Decide whether to continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a referral to an appropriate agency
- Pupil passport and EHA reviewed
- Review any transition plans and be clear about what 'works' for the child/young person and who this information needs to be shared with.

- These are suggested interventions but please refer to the Schools SEN Information Report for further details.
- Use of specific programmes/resources e.g. Toe by Toe, mind mats, semantic links
- Access to appropriate training for staff working with the child/young person
- Implementation of advice/programme devised by or received from a support service
- Develop a pupil passport with strengths and needs so all staff are aware of support that needs to be in place
- Ensure appropriate resources are at hand, are understood by the child/young person and are used.
- Ensure duplication of key resources to support with home learning.
- Allow for more processing time (between 6 or 15 seconds)
- Use reduced language e.g. "Daniel it's sitting" and model correct use of language

Do

# Cognition & Learning Wave 3

Assess

- Analysis of internal data over time / before and after intervention and impact of interventions.
- Assess specific areas of weakness and share with appropriate agencies / family.
- Assess staff knowledge of specific learning needs / weakness.
- Complete moderation of work (written and other methods of recording) ensuring opportunity for independent work and specific skill application.
- Assess executive functioning and metacognition skills.
- More detailed assessment of cognition and learning needs by an external support service e.g. EPS/Ladywood Outreach etc.
- Assess needs using the SEN matrix for discussion.
- Review and re-assess actions on EHA action plan.
- Re-assess passport and current strategies used in school.

- Plan to ensure differing amounts of support and opportunity for independent work.
- Plan for interventions linked to working memory, metacognition, executive function and any emotional health and wellbeing needs that may stem from cognition and learning needs.
- Use task analysis to break tasks down into their component parts and teach one step at a time
- Plan for pre and post teaching of key concepts/lesson content to enhance lesson access.
- Consider training implications for school team, class staff or key adult linked to interventions and strategies.
- Continue to ensure that the curriculum and feedback is accessible to the child, chunking activities, reducing cognitive load, providing opportunities for IT and alternative recording strategies, etc.
- Plan to provide personalised elements of curriculum linked to specific needs.
- Consider groupings in classroom environment and other subject areas including best access to achieving success.
- Embed the use of the Instructional Hierarchy when planning (see references for further information) .

Plan

## SEN Support (provided via schools own resources)

Review

- Work closely with the child/young person, parents and outside agencies to review.
- Identify and celebrate any progress made by the child since the development of this plan.
- Identify any ongoing, or new and emerging, needs.
- Plan next steps with the child/young person, parents and outside agency.
- Quality Assurance of curriculum delivery by school staff alongside outside agency / outside agency.
- Consider any other interventions, approaches and resources that the child may benefit from access to.
- Consider whether there are any emerging emotional health and wellbeing needs linked to difficulties accessing the curriculum.
- Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make referral to an appropriate agency/begin EHCP evidence gathering.
- Pupil passport and EHA updated.

- These are suggested interventions but please refer to the Schools SEN Information Report for further details.
- Timetable to allow for intervention, pre-teaching, post teaching and booster sessions (in-school staff and other agencies).
- Implementation of advice/programme devised by or received from a support service with ongoing support.
- Ensure all aspects of the curriculum are appropriately differentiated and task analysis is used.
- Access to appropriate training for staff working with the child/young person.
- Share and communicate program with family to facilitate a consistency of approach / support between school and home.
- Provide a bank of independent resources to enhance access to lessons e.g. talking tin, exit pass, visual support, timers, high frequency word lists, concrete resources etc.
- Actively teach alternative methods of recording if this is an issue for example touch typing/use of voice activated software.
- When teaching ensure new learning is explicitly linked to existing knowledge to improve recall and retention.

Do