



How might we support a child with **Cognition and Learning** needs?

Quality 1st Teaching	Planned Support in Class -state which of adaptations will be made on the Support Plan -Specific suggestions from outside agencies would be included on the Support Plan also	Interventions / Personalised Support -state which of adaptations will be made on the Support Plan -Specific suggestions from outside agencies would be included on the Support Plan also	Who can we refer to for assessment and support?
<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Clear learning objectives and differentiated outcomes, clear instructions • Clear feedback and next steps in their learning – children involved in the process and given time to respond • Behaviour for Learning at the heart of lessons/school ethos • Learning walls to support key learning points • Time to talk things through with a Talk Partner before feeding back to class • Access to ICT to help reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective • Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals • Multisensory learning approach making use of music, actions, graphics • Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place • Personalised and differentiated teaching, including questioning • Learning presented in small chunks. • Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions • Differentiated curriculum planning, activities, delivery and outcome • Visual timetables • Illustrated dictionaries • Use of writing frames • TA in class support • Use of symbols <p>Structured school and class routines</p>	<ul style="list-style-type: none"> • Access to additional support via Support Assistants • Dyslexia friendly reading scheme • Think time for processing regularly given • Ongoing assessment to identify the most effective support and identification of when to modify and change support. • Multi-sensory learning. • 'Chunking instruction' – not too much information at once. • Post it notes/small white board for instructions or a key word. • Position in class with good view of board without having to turn. • Different coloured paper for worksheets, books, whiteboards - COLOUR. • Individual place mats/bookmarks for key words/information. • TA modelling on individual whiteboard • Regular adult group support in literacy and creative curriculum to aid planning/writing/spelling /comprehension. • Writing structure / frame / sentence starters/mids/ends • Regular adult group support in maths for problem solving/basic skills over teaching. • Adult support for focusing attention and listening skills. • Use of jottings for mental maths. • Numicon and concrete maths activities • Awareness of self-esteem / group the child is sitting with. • Additional time to finish work. • Use of ICT programmes for individual learning. • Provide parents with key concepts/ vocabulary to learn at beginning of topic. • Opportunity to rehearse 'talk' with adult or partner In class Laptop. • Scribe. • Orally recording ideas. 	<ul style="list-style-type: none"> • Termly meetings with parents • Individual targets • Intense Literacy / Numeracy support • RWI • ALK • 1st class@writing • Success@arithmetic • 1st class@number • Memory Skills Intervention programme • Individual reading support • Individual maths / literacy support • Additional time during tests • Access to readers during tests • Phonics (group and 1:1) • Support for word building and high frequency word recognition • Precision spelling • Additional support/check to ensure homework is written down correctly. • Check list to help organisation of equipment. <p>Close partnership with parents to ensure self-esteem does not become an issue.</p> <ul style="list-style-type: none"> • Child to be encouraged to identify own learning style. • ELSA support for self-esteem 	<ul style="list-style-type: none"> • EMS • Educational Psychologist • Dyscalculia assessment • Dyslexia assessment • Children's Disability Service

6 Fundamentals of teaching at Brompton and Sawdon Community Primary School

- Manageable, consistent approaches to allow all pupils to succeed, every lesson

6 Fundamentals	How you will see this in classes	Whole school SEND provision <small>From EEF research regarding effective SEND provision</small>
1) Activating and building upon prior learning / retrieval	<ul style="list-style-type: none"> Pupils recall past learning each lesson using Bespoke Assessment / Retrieval exercises Bespoke Assessment materials used to refer to previous lessons (recap) and outline how this will help the children learn in this lesson Gaps identified in knowledge / understanding are addressed on a 1:1, group or class basis 	<ul style="list-style-type: none"> Cognitive strategies (techniques teachers use that explicitly support pupils to learn and retain info) Metacognitive strategies (pupils thinking about their own thinking / learning)
2) Behaviour	<ul style="list-style-type: none"> Positive approach: celebrate pupils doing things well Lessons are pacy / verbal inputs minimised Pupils know how to work well with their peers / BBBB Any poor behaviours are noticed and addressed 	<ul style="list-style-type: none"> Timer Visual timetable I do, we do, you do approach Explicit instructions (eg. checking student understanding more frequently and modelling a task before students begin to work independently)
3) Adaptation: planned lessons allow <u>all</u> children to learn well and be challenged. Adaptations allow pupils with SEND to achieve in line with their peers	<ul style="list-style-type: none"> Tasks or content adapted so all can access / achieve Range of Assessment for learning strategies used so adults know who needs challenge or support Knowledge deepened for those needing challenge: <ul style="list-style-type: none"> -teaching others -creating own questions -complete a more complex task -applying knowledge in a different context (eg. where else might a material in science) -Looking at things from a different angle (eg. what of there wasn't air resistance?) 	<ul style="list-style-type: none"> Modelled writing Tasks scaffolded Use of Technology Flexible groupings / paired work Alternative recording
4) Questioning	<ul style="list-style-type: none"> Mix of Open / Closed To assess Cold Calling / No hands up Follow up questions / challenge: 'Why?' 'Do you agree?' 'Is she correct?' 'Prove it'... 	
5) Vocabulary	<ul style="list-style-type: none"> Precisely modelled Accurate spelling expected of key words Displayed for reference Precise use expected (also part of recap/retrieval) 	<ul style="list-style-type: none"> Key words accessible / provided
6) Feedback	<ul style="list-style-type: none"> Highest expectations of presentation- every time Meaningful, manageable, motivating(challenging) -policy followed -corrections marked All work marked / noted *Key Vocabulary corrected 	
		<p>These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin a task. It is not an add-on, or a shiny new tool, but high quality teaching that is likely to benefit pupils with SEND.</p>