

# Cognition and Learning

## Code of practice

*6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

*6.31 Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

## **How to identify difficulties and severity of difficulty with cognition linked to learning, and any gaps in learning**

There are many standardised tests that will measure aspects of a learning profile, here are just some of them:

- Informal formative observations and assessment are really useful for making observations around cognition needs, and for identifying gaps in learning and planning provision. Learning Support Team can support with this through Consultation and Training
- **Diagnostic Reading Analysis 2<sup>nd</sup> Edition (DRA)** – Covers reading accuracy, reading comprehension, fluency/speed, processing speed
- **Cognitive Abilities Test (CAT)** – Covers verbal, non-verbal, quantitative, and spatial cognitive ability
- **YARC Reading Assessment** – Reading for Comprehension
- **Comprehensive Test of Phonological Processing 2 (CTOPP 2)** – Covers phonological awareness, phonological memory, rapid symbolic naming (processing speed)
- **Detailed Assessment of Speed of Handwriting** – Covers writing speed
- **Vernon Graded Spelling test 3rd Edition** – Covers single word spelling
- **Sandwell Early Numeracy Test**
- **Access Maths Test Second Edition 7-16 years**
- **Dyslexia Portfolio** - naming speed, reading speed (efficiency), phoneme deletion, nonword reading, SWST, SWRT, recall of digits forwards/backwards, rate of writing.

*The specialist assessor may need to administer some of the same test(s). An assessor MUST administer all of the tests if a diagnostic decision is being made.*

# School based intervention

A child or young person whose needs are met by school-based additional support with some use of delegated SEND funding.



## Examples of additional Interventions that should be considered

### Assessment and planning

- The school recognises pupils require additional to and different from provision, but with assessment taking a strengths-based approach
- Underachievement is identified from data and discussed in detail at pupil progress meetings
- Standardised and informal testing is undertaken to identify strengths and weaknesses
- Teacher/SENCO consultation explores ways to overcome the barriers to learning identified
- Weekly planning ensures that CYP gets a balance of individual / group and whole class learning experiences
- Parents are involved regularly and know how to support targets at home

### Teaching and learning

- Increased adaptation by presentation, outcome, timing, scaffolding, and additional resources
- Simplified level/pace/amount of teacher talk
- Pre and post-tutoring used effectively
- Activities and time built into lesson planning to give opportunities for pupils to work on own targets
- Alternative forms of recording routinely offered and used e.g. oral presentation, posters, sound buttons, matching labels to pictures, sorting into category etc.
- Self-awareness and self-advocacy are promoted by staff
- Enhanced opportunities to use technological aids
- Bespoke table-top prompts, e.g. cue cards, phonemes/graphemes

### Curriculum and interventions

- Time limited 'research based' structured literacy and numeracy interventions are matched to pupil need and delivered by trained staff
- Some use of small group or 1:1 programmes planned by the teacher
- Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation
- Regular monitoring and evaluation of programmes to measure outcomes.
- Some withdrawal for short periods with learning planned by the class/subject teacher and/or additional teacher and reinforced within the classroom.
- Additional support for executive functions, for example topic mind maps, contextual links, structural supports

# Targeted support

A child or young person on the SEND register whose needs are met using delegated SEND funding, with initial advice from external partners. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

## Examples of additional Interventions that should be considered



### Assessment and planning

- The SENCo undertakes more specialist assessment using tools relevant to area of difficulty
- Parent and pupil views are actively sought and acted upon
- Results are discussed with parents and those involved with the CYP and used to inform personalised planning and target setting.
- A SEND Support plan is created with progress against targets routinely reviewed with the CYP and with parents/carers
- Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life
- Assessments lead to a detailed pupil profile being developed

### Teaching and learning

- The CYP has identified needs which require additional specific provision and/or advice which might include a detailed time limited programme, intervention, personalised timetable and/or resources.
- Ongoing opportunities for 1:1 support focused on specific personalised targets with reinforcement in whole class activities to aid transfer of skills
- Further modification of level, pace, etc
- Pre-tutoring is used to enable the pupil to engage with learning
- CYP is taught to use technology to support learning and task completion
- Advice is sought through forums and external agencies and suggests implemented

### Curriculum and interventions

- Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual pupil level
- Some adaptation to programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage.
- Routine opportunities for over learning and practice of basic skills on a daily basis.
- Emphasis on automaticity, skill mastery, and generalisation of skills
- Tasks may need to be broken down into small steps, prompting and reminders may need to be given to support staying on task
- Support to sequence, draft edit etc

# Specialist support

A child or young person on the SEND register whose needs are met alongside external partners, using delegated SEND funding. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

## Examples of additional Interventions that should be considered



### Assessment and planning

- Specialist assessments, e.g. Specialist Teacher, Educational Psychologist etc. inform planning
- Recommendations from specialist agencies are included in an assess- plan-do-review process
- A detailed SEN Support Plan, focusing on the acquisition of basic literacy / numeracy skills, provides opportunities for over learning
- Specialised assessments relevant to characteristics of medical condition, physical difficulties and/or sensory needs
- Risk assessments identify dangers and needs for additional support

### Teaching and learning

- Advice from external agencies is implemented in the classroom
- Significant support is available for a pupil working on modified curriculum
- The CYP is provided with regular opportunities for small group work and daily one-to-one sessions
- Promoting independence is integral in all teaching and learning
- Opportunities are given for peer-to-peer interaction
- Main provision is provided by class/subject teacher with support and advice from professionals as appropriate
- Appropriate modification of the delivery of the curriculum in consultation with professionals
- Technology is well used to address needs

### Curriculum and interventions

- Interventions from external agencies are implemented
- Substantial adaptations may be required in at least the core subject to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage
- Significant emphasis on consolidation before introducing new skills
- Small steps targets within group programmes and/or 1:1
- Overlearning opportunities to aid memory retention and self-reliance
- Specific, measurable interventions aimed at improving functional literacy and numeracy skills
- Intervention should be structured, cumulative, multisensory, motivational, relevant and transferable