Guidance for Schools: Graduated Approach
Cognition and Learning

Introduction
When considering the concept of learning and why certain pupils struggle to learn, we firstly need to consider the process by which children acquire new knowledge and skills. Secondly we, as adults, need to consider how to adapt our approaches and classroom delivery. The acquisition of new knowledge requires reinforcement across settings (home, school, etc.) to provide frequent opportunities for overlearning and consolidation of learning and skills.

Small numbers of children learn predominantly by being very directly and explicitly taught, whereas many children predominantly acquire knowledge and skills through interaction, experience, support and mediation from adults and their peers. Children with additional learning needs may experience difficulties in acquiring, consolidating and retaining knowledge because they have yet to develop their skills in one or more areas of cognitive functioning. It is important to note that a child's beliefs, approach and feelings about learning may also impact on their learning performance.

Description of needs
The children and young people to whom this guidance relates will present with a range of differences which challenge their learning and possibly also their social inclusion. Individual children and young people display a range of differences which will vary in severity and intensity and which may change over time. It is not expected that any child or young person will match all of the descriptors listed below. Children and young people who present with additional learning needs may experience difficulties in one or more of the following areas of cognitive functioning (please Appendix I 'What is cognitive functioning?' for an outline of skills within these areas):

- Perception and processing
- Attention, organisation, initiation and motivation
- Logic and reasoning
- Working memory, fluency, maintenance and recall
- Self-regulation and evaluation
- Expression
- Generalisation and adaptation

They may also experience difficulties in acquisition of literacy and numeracy skills

The suggested provision within this guidance document and resourcing at the appropriate level will support effective teaching and learning for this group of children and young people. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are intended to guide schools as to the type and level of intervention expected within the graduated approach to identifying and meeting special educational needs and should be delivered in accordance with a child/young person's assessed needs and agreed outcomes.

Cognition and learning
Descriptions of the levels at which children's and young people's needs are addressed

Wave 1 – Universal	**Quality First Teaching**
	A positive and stimulating learning environment to support the learning and cognitive development of all children and young people, including specific consideration for those with additional learning and developmental needs. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **may affect their access** to some aspects of the National Curriculum, including the social/emotional curriculum and wider school life.
	Quality First Teaching *with differentiation* *(including 'catch-up' and 'booster')*
	A positive and stimulating learning environment to support the learning and development of all children and young people, including specific consideration for those with additional learning and cognitive developmental needs. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **affect their access** to some aspects of the National Curriculum, including the social/emotional curriculum and wider school life.
Wave 2 – Targeted	**SEN Support** *(Provision map/IEP)*
	A graduated approach to ensure a growing understanding of the child/young person's learning needs and to ensure good outcomes (Assess, Plan, Do, Review). Schools use their own approach to planning and recording provision made at SEN Support, e.g. Provision Maps/IEPs. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **moderately or significantly affect their access** to the National Curriculum, including the social/emotional curriculum and wider school life, and particularly in new and unfamiliar contexts.
	SEN Support *(IEP/My Support Plan)*
	A graduated approach to ensure a growing understanding of the child/young person's significant learning needs and to ensure good outcomes (Assess, Plan, Do, Review). Schools use their own personalised approach to planning and recording provision made at SEN Support level, i.e. IEPs/ANPs or the My Support Plan, in order to ensure a personalised and coordinated planning approach. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **significantly/severely affect their access** to the National Curriculum, including the social/emotional curriculum and all aspects of school life, particularly in new and unfamiliar contexts, but also at times of high stress within familiar contexts.
Wave 3 – Specialist	**EHC Plan**
	The complex learning needs, outcomes for the child/young person and provision required to help them to make progress have been determined through an EHC needs assessment. An EHC Plan is in place. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **severely/profoundly/exceptionally affect their access** to the National Curriculum, including the social/emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support available.

Quality First Teaching	
Descriptor	A positive and stimulating learning environment to support the learning and cognitive development of all children and young people, including specific consideration for those with additional learning and developmental needs. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **may affect their access** to some aspects of the National Curriculum, possibly including the social/emotional curriculum and wider school life.
Assessment, planning and review	**Assessment** • Use of high quality ongoing assessment (using effective tools and early assessment materials), alongside other information gathered from within school and national data and expectations of progress, in order to inform pupil progress. This assessment should be reviewed regularly. • Assessment will normally be part of school and class teaching and assessments. SENCo may be involved in more specific assessments and observations. **Planning** • Curriculum plans should include individual/group targets. • The child/young person should be involved in setting targets and, where appropriate, their family should be involved in supporting targets at home. **Review** • Regular review of the quality of teaching for all pupils to ensure a learning-friendly environment (QFT).
Environment	**General considerations** • Mainstream class with specific support for targets which involve learning. A positive and supportive learning environment with stimulating resources which promote independent learning and task completion. • Opportunities for small group work **within the usual** classroom planning and management. • Vary social groupings for learning. **Emotional Safety** • A class ethos is created where different views are respected and diversity and differences are celebrated. • Teaching staff model the joy of learning and provide an engaging curriculum through motivational classroom delivery. • An atmosphere is created by all teaching staff where mistakes are seen as a natural stage of the process and can be used as learning opportunities. • The adult is part of the children's problem-solving process, drawing in a range of differing views to approach one problem. • Opportunities for cooperative learning are identified and embedded within curriculum tasks.
Staff	**School Awareness, Understanding and Knowledge** • All staff should be aware that they have a responsibility for the development of the learning and metacognitive skills of all pupils. • Staff should be aware of the principles and importance of curriculum differentiation. • All staff should be aware of the different styles of teaching e.g., direct instruction, collaborative methods, exploratory learning, etc. • All staff should be aware of the different ways in which individuals tend to learn best, e.g. visual, auditory, kinaesthetic, social learning, etc. • Flexible use of resources and staffing in the classroom and adult support for learning as required.
Curriculum approaches & strategies	1. **Perception and processing** • Verbal explanations of the task and its objectives are given to pupils. • Visual reinforcement and gestures are used alongside verbal instructions. • Teaching staff connect new vocabulary to previous concepts and knowledge and explain the origins of words to help emphasise the structure and meaning.

- Key points/instructions are jotted down.
- Teaching staff provide appropriate introduction of new, more specific vocabulary.
- Teaching staff provide a demonstration of the task.
- Examples of good practice where the objectives and outcomes have been achieved are shared with pupils.
- Teaching staff maintain a brisk pace so as to keep whole class attention and motivation high.
- New learning tasks broken down into small steps.
- Pupils are given 'thinking time' ("I'm going to come back to you in a minute for your idea") or opportunities to work with 'talk partners' before answering a question.

2. Attention, initiation and motivation
- Verbal and non-verbal cues/signals, e.g. pointing, gesturing and tapping, are used to cue in pupils' attention to key instructions.
- Teaching staff provide regular verbal labelling of the key elements of the task.
- Teaching staff draw learners' attention to the priority elements of the task.
- An explanation of the importance of the activity is given.
- An explanation of how the activity/knowledge fits with previous learning is provided.
- Examples of how the skill/knowledge is used within everyday life are made explicit.
- New learning is linked to what pupils already know, e.g. start a lesson with a class mind-map of what pupils already know about a subject.
- Multiple examples of new concepts are provided and staff aim to take these examples from children's own real life experiences rather than talking in the abstract.
- Specific activities are differentiated appropriately, e.g. words for spelling practice, times tables practice, methods of recording. There are opportunities for practical and interactive approaches as well as written tasks.
- A range of lesson activities are planned to take account of different learning strengths and practical activities are offered where possible, e.g. learning from pictures, diagrams, mind maps, using practical equipment, handling objects, moving and doing rather than sitting.

3. Logic and reasoning
- Teaching staff explicitly raise awareness of different forms of logical reasoning such as analogy, inference and cause-and-effect.
- Teaching staff encourage considering differing points of view with evidence to justify them.
- Opportunities are created for class debates where contradictory opinions are elicited.
- Teaching staff encourage the learner to be flexible in changing strategies when needed (e.g. when the current method is not working or is taking too long).
- Teaching staff encourage learners to evaluate alternative strategies when more than one strategy is appropriate, in order to promote task efficiency.
- Teaching staff name or label different strategies, encouraging learners to choose appropriate methods of solving the task.
- Pupils are encouraged to reflect on how the strategy helps them to solve the problem or complete the task successfully.

4. Working memory, maintenance and recall
- Repetition of facts and concepts.
- Demonstration of memory techniques, e.g. mnemonics, use of rhythm, chunking, verbal categorisation, visualisation techniques.
- A range of aids and resources is easily accessible to support learning and to aid independence and recall, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate).
- Prompts and reminders are used regularly.
- Personal jotters or logs may be used to record homework tasks and other information, to aid memory.
- Pupils are given adequate time to rehearse and consolidate new skills, to support learning to become more fluent and accurate.
- Pupils are given opportunities to revisit previous learning to promote maintenance of knowledge and skills.
- Homework and independent tasks are differentiated to present an equal level of challenge to all pupils.

5. Self-regulation and evaluation
- Opportunities for kinaesthetic activities are given, allowing for tasks to be more active
- Teaching staff use encouraging words to promote the pupils' self-efficacy.
- Pupils are encouraged to focus on the method of their problem-solving and to share these methods with their peers, rather than the focus being on scores and results, i.e. focus on effort and process rather than outcome.
- All children are encouraged to evaluate their own work.
- Personalised constructive pointers are made to help pupils to improve their performance whilst identifying strengths, not simply scores.
- Marking policies celebrate positive aspects of pupils' work, e.g. problem-solving skills, and how their work can be developed/improved.
- Adults ask questions to encourage revision and meta-memory strategies such as asking, "What have we learned? What helped you to remember that?"

6. Expression
- A range of recording methods are used, e.g. writing, drawing, mind-mapping, diagrams and pictures, dictation to peer and adult scribes, audio and video recording.
- Staff provide writing frames and templates (e.g. writing up a science experiment) to help to structure thinking.

7. Generalisation and adaptation of learning
- The teacher labels strategies and learning principles explicitly across different tasks and curriculum areas.
- Regular opportunities are given for pupils to take part in differing tasks which all require the same rules, principles or cognitive strategies.
- References are made to previous learning tasks or strategies when approaching new tasks.
- 'Bridging questions' are asked at the ends of lessons to make verbal links between other contexts and learning experiences and principles.

8. Literacy
- Pupils are given access to the national curriculum with activities differentiated as appropriate within the mainstream class.

9. Numeracy
- Pupils are given access to the national curriculum with activities differentiated as appropriate within the mainstream class.

	Quality First Teaching *with differentiation* ***(including 'catch up' and 'booster')***
Descriptor	A positive and stimulating learning environment to support the learning and development of all children and young people, including specific consideration for those with additional learning and cognitive developmental needs. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 **which affect their access** to some aspects of the National Curriculum, possibly including the social/emotional curriculum and wider school life.
Assessment, planning & review	**As for Quality First Teaching with:-** **Assessment** • More regular high-quality ongoing assessment and review to inform pupil progress. **Planning** • Curriculum plans will reflect levels of achievement and include individually focused targets, especially in the area of learning and cognition. **Review** • Regular review of the quality of teaching for all pupils to ensure learning-friendly environment (QFT), with appropriate differentiation for individual pupils.
Child and family centred approach	Early discussions with parents/carers and involving the child/young person:- • to develop a shared understanding of the child/young person's strengths and difficulties. • to agree outcomes and next steps jointly. • for parents/carers and young people to have the opportunity to express their aspirations as well as their concerns. • to involve the child/young person and parents in the formal and informal sharing of progress towards outcomes. • Notes of early discussions with parents/carers should be added to the pupil's record and given to parents/carers. Good liaison between school and home on an ongoing basis to:- • enable consistency of approach between home and school in practice of skills. • provide feedback and acknowledgement of parent/carer and child views. • inform parents/carers about changes at school so that they can prepare their child, e.g. use of a home-school diary. • Good mechanisms for gathering the child/young person's views in order to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes towards which they are working.
Environment	**As for Quality First Teaching with:-** • Opportunity for small-group and individual work to target specific needs relating to learning, e.g. catch-up and booster sessions/schemes. • May need adaptations to the working environment at times, e.g. a quiet or distraction-free area within the classroom for some individual work.
Staff	**As for Quality First Teaching with:-** • Ongoing opportunities for individual support focussed on specific targets with reinforcement in whole-class activities to aid transfer of skills.
Curriculum approaches & strategies	**As for Quality First Teaching with:-** **1. Perception and processing** • Clear and simple instructions, breaking down longer instructions and giving one at a time. • Support spoken language with increased use of visual cues. • Tasks are clearly explained, modelled or scaffolded, and staff check for understanding. • A list of key vocabulary for a particular topic or lesson is displayed and staff teach the meaning

of each word.
- The adult very explicitly connects new vocabulary to previous concepts and knowledge.
- Pre-preparation of texts, e.g. highlighting tricky words, summarising paragraphs, discussing pictures or context before the pupil is required to read.
- The use of spoken language and pace of instruction is slowed down.

2. Attention, organisation, initiation and motivation
- Pupil's name may be used and eye contact is established before giving instructions.
- Regular 'movement breaks' are given throughout lessons when pupils are sitting for long periods of time.
- Differentiation of subject matter and tasks in terms of the pupil's interests and preferred learning styles.
- Verbal labelling of the elements of the task alongside pointing and gesturing to direct attention.
- Teaching staff draw pupils' attention to the priority elements of the task through visual sequencing and timetables.
- Multi-sensory approaches to learning, including additional aids, e.g. word banks/mats, number squares, counting lines, number blocks, Numicon, etc.
- Further verbal explanation of the task and its objectives is reinforced by visual prompts, cues, modelling and demonstration of the task.

3. Logic and reasoning
- Teaching staff encourage pupils to consider a range of methods to solve tasks as well as supporting pupils to change strategies if the current method is unsuccessful.
- Teaching staff encourage pupils to reflect on how the strategy aids them to solve the problem/task.
- Teaching staff make model refer to different forms of logical reasoning such as analogy, inference and cause-and-effect.
- Opportunities are provided for small-group debates focused on contradictory opinions, where evidence 'for' and 'against' is presented and discussed.

4. Working memory, fluency, maintenance and recall
- Strategies such as the use of task plans, sequences and visual organisers are modelled and encouraged.
- Teaching staff encourage pupils to summarise work to aid memory and retrieval.
- Discussions are prompted which encourage pupils to reflect on knowledge acquired and the memory strategies used to help aid recall and consolidation of information.

5. Self-regulation and evaluation
- Time is spent with a small group of children investigating the various methods which others used to solve a problem, rather than the focus being on scores and results.
- Teaching staff use a range of encouraging words and phrases to promote self-efficacy.
- Teaching staff take time remodelling methods, adopting a joint problem-solving approach.
- Feedback from marked work focuses on effort and skills used during a task, including pupils' strengths and helpful pointers for improving performance.
- Further reinforcement discussions focus on linking similar methods and outcomes from previous learning experiences, to aid consolidation and transference of skills and knowledge.
- Time is spent at the end of the lesson summarising and evaluating the pupil's knowledge and encouraging learners to reflect on their own work and understanding of the task.

6. Expression
    School staff support increased use of alternative recording methods: dictation software, voice recording, adult/peer scribe, cut and paste using pictures, cut and paste using sentence card sequences with/without pictures, use of computer (e.g. 'Clicker' software), mind maps, use of comic strips/cartoons, etc.

7. Generalisation and adaptation
- More specific links are made between the current activity/knowledge/skills and prior learning.
- Examples of how skills and knowledge are used in everyday life are discussed, with visual reinforcement to support understanding.
- Teaching staff draw pupils' attention to key principles and strategies explicitly across different learning tasks.
- Opportunities are given for pupils to experience applying similar rules, methods and principles in differing tasks.

- • 'Bridging questions' are asked at the end of the lesson to make links with other contexts.

8. **Literacy**
- • Alternative approaches to the teaching of reading and writing, e.g. whole-word reading in addition to phonics, using multi-sensory, cued approaches to early literacy (e.g. Jolly Phonics), literacy intervention programmes such as Direct Phonics, Paired Reading, etc.
- • Brief (i.e. time-limited) small-group intervention work on reading, spelling, phonological awareness and reading comprehension, as appropriate, with the intention of the booster sessions enabling the pupil to catch up with the majority of their peers.
- • Distributed Practice (little and often, e.g. daily short practice sessions rather than longer weekly sessions) to enhance acquisition and retention of learning.

9. **Numeracy**
- • Regular and ongoing individual intervention work on numeracy skills, as appropriate, with the intention of the booster sessions enabling the pupil to catch up with the majority of their peers.
- • Distributed Practice (little and often, e.g. daily short practice sessions rather than longer weekly sessions) to enhance acquisition and retention of learning.

Accessing Resources & Support at Wave 1 (QFT)

Resources and materials

Building Learning Power/Growth Mindset
 www.buildinglearningpower.uk
Building Learning Power: Helping young people become better learners (2002) Guy Claxton
The Learning Powered School: Pioneering 21st Century Education (2011) Claxton, Chambers, Powell and Lucas.

https://www.mindsetworks.com/science/

https://www.mindsetkit.org/topics/about-growth-mindset/what-is-growth-mindset

The Motivated School (2003), *Motivating Every Learner* (2009) Alan McLean
http://www.themotivatedschool.com/

 Assessment for learning

Engagement Profile, and personalised learning goals CLDD – www.ssatrust.org.uk

Outside agency support
- • Educational Psychology
  - - Termly planning meetings with all maintained schools (traded in academy schools).
  - - Additional Needs Partnerships: a solution-focussed format to discuss areas of concern with a group of SENCOs.
  - - Training: Developing a Growth Mindset, Cooperative learning, Mediated learning, Differentiation

- • Early Years SEN provide SENCO training

For further information on the above services see http://intranet.kirklees.gov.uk/specialistlearning

As well as the support outlined above, it is expected that the needs of a child/young person with SEND will also be addressed through using the range of support detailed in the Kirklees Local Offer, such as community resources in the local area. See www.kirkleeslocaloffer.org.uk.

Identifying SEN

Regular assessments at QFT should seek to identify a child who is **making less than expected progress** given their **age and individual circumstances**.
This can be characterised by progress which:
• is significantly slower than that of their peers starting from the same baseline;
• fails to match or better the child's previous rate of progress;
• fails to close the attainment gap between the child and their peers;
• widens the attainment gap (see SEND Code of Practice – 6.17).

It can include progress in areas other than attainment – e.g. where a pupil needs to make additional progress with wider development or social skills in order to make a successful transition to adult life (SEND CoP – 6.18).

Consideration of whether **special educational provision** is required should start with the desired outcomes, including the expected progress and attainments and the views and wishes of the child or young person and their parents/carers. This will help to determine the support which is needed and whether it should be provided by adapting the school's core offer at **Quality First Teaching** or whether something additional or different is required at **SEN Support** (SEND CoP – 6.40).

SEN Support
(Provision Map/IEP)

Descriptor	A graduated approach to ensure a growing understanding of the child/young person's learning needs and to ensure good outcomes (Assess, Plan, Do, Review). Schools use their own approach to planning and recording provision made at SEN Support e.g. Provision Maps/IEPs. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **moderately/significantly affect their access** to the National Curriculum, including the social/emotional curriculum and wider school life, and particularly in new and unfamiliar contexts.

As for Wave 1 (QFT) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes):-

Assessment, planning & review	**Assessment** • Use of more detailed National Curriculum assessment tools e.g. B Squared/PIVATS. More specialised assessment tools in relations to specific descriptors may be necessary, e.g. the Phonological Assessment Battery (PhAB2). • Accurate and up-to-date assessment of independent levels must be kept as a working document to support planning and to share regularly with parents/carers. **Planning & Review** • SENCo works with the class teacher and parents/carers to identify needs, plan support and review progress. • Outside agency involvement as appropriate i.e. where a pupil continues to make little or no progress or where they continue to work at substantially low levels despite evidence-based SEN Support delivered by appropriately trained staff. The above, together with parent and pupil views will enable a clear analysis of the pupil's needs and ensure that support and intervention are matched to need. • School determines its own approach to record-keeping to record provision made at SEN Support and its impact on pupil progress, e.g. Provision Maps/IEPs.

Child and family centred approach	• School staff must formally notify parents/carers where it is decided to provide a pupil with SEN support. Early discussions should already have commenced with parents/carers at Wave 1 (Quality First Teaching).
	• Meet with parents/carers regularly (at least three times per year) and involve the child/young person in order to:-
	    • develop a shared understanding of the child/young person's strengths and difficulties, set clear outcomes and review progress towards them;
	    • discuss the activities and support which will help to achieve the outcomes;
	    • incorporate their views, including aspirations as well as concerns, in order to support effective planning;
	    • identify responsibilities of the parent/carer, child/young person and school staff;
	    • support parent/carer engagement in the approach, enabling them to offer consistency at home;
	    • allow parents/carers to share essential information about the impact of SEN Support or of any changes outside of school.
	A record of outcomes, actions and support should be maintained through these discussions and shared with appropriate school staff and parents/carers.
	
	• School staff should ensure good mechanisms for including the child/young person's views in assessment, planning, provision and review, in order to understand their aspirations and to support their understanding of their own strengths, needs and collaboratively-agreed desired outcomes.

Environment	• Work area(s) which are modified for the pupil, e.g. quiet/minimal distractions, visual aids, work basket system. • Movement breaks/respite areas to support focus and emotional regulation. • Appropriate adaptations for the pupil at lunchtimes, assemblies and leaving class (early or during breaks) to avoid sensory overload.

Staff	• All staff should have a knowledge and understanding of children's cognition and learning needs and attend training where necessary. • Targeted work with support staff, on an individual and small-group basis. • Targeted support in the mainstream classroom which may also include unstructured parts of the day, e.g. start and end of school day, breaks, lunchtimes and trips out of school. • Additional adult support in class where necessary, including social coaching opportunities with adults who have received specific training about cognition and learning needs.
Curriculum approaches & strategies	**1. Perception and processing** • At the lesson planning stage, teachers undertake careful task analyses to ensure that task demands are matched to the child's learning needs and abilities. • Adults should adapt their language and communication to the specific needs of the child e.g. ensuring instructions are brief, using repetition, giving the child plenty of time to respond, keeping listening times short. • Verbal communication to be supported visually as much as possible, e.g. through the use of signs, symbols, pictures, gesture, modelling, practical demonstration, pictures/objects of reference, etc. • Adult support to facilitate language and communication with peers and adults, as required. • Learning materials are modified, visually simplified and adapted to the pupil's learning preferences. • Pre-teaching of topic vocabulary/subject-specific language. • Staff to allow extra time for pupils to process information, instructions and questions. • Tasks are short and time-limited with regular breaks between activities. • Staff to reduce the level of verbal instruction and speak in differentiated, simpler language using basic vocabulary (as advised by speech and language colleagues as appropriate). • New vocabulary is introduced in context and across a variety of learning tasks. • Staff to connect new vocabulary with previous concepts and knowledge. • Staff to pair spoken language with visual pictures/instructions (e.g. on a whiteboard). • Develop a (visual) word bank of key words to be applied within activities. • Visual reinforcement of verbal instruction is provided and reinforced by pointing, gestures and verbal labelling. • Regular opportunities to be given for kinaesthetic and play-based activities to make learning more practical/active. • Support visuals (pictures/symbols) with written single words or numerals. • Further verbal explanation of the task and its objectives is given and reinforced by modelling and demonstration of the task. • Instructions are shortened and simplified, with the use of visual symbols and personalised visual timetables to show planned activities. • Children are asked to repeat back instructions and model what they are required to do. **2. Attention, organisation, initiation and motivation** • A differentiated curriculum which takes account of the child's strengths, is developmentally appropriate, is targeted to address their learning needs and which promotes their independence. • The timing and duration of learning activities is adjusted to the child's needs, with regular breaks as required. • Tasks should be intrinsically motivating and rewarded in a way which is meaningful for the child. • Tasks are clearly broken down and the constituent stages are sequenced verbally and visually. Pupils are taught to plan and work through tasks independently, where possible, e.g. through the use of Task Plans. • Staff use pointing and gesture to draw attention to key tasks, in a step-by-step manner. • Staff give examples of the learner's previous successes to prepare and encourage them to engage in the next level of challenge. • Teaching staff pitch most tasks just above the learner's current level of independent mastery, within their 'zone of proximal development', i.e. at a level where they can succeed with adult/peer support and mediation. • Pupils are excused from tasks which are not part of the learning objective, such as writing down dates and titles, so that they can focus on the learning objectives of the activity.

3. Logic and reasoning
- Staff encourage pupils to reflect on how the strategy aids them to solve the problem/task.
- Staff give examples of cause-and-effect reasoning, using verbal and visual methods, to aid understanding.
- Children are encouraged to think about what will happen next by using pictures to encourage them to make predictions and draw inferences.

4. Working memory, fluency, maintenance and recall
- Adults encourage pupils to select a strategy appropriate to the task from a bank of memory aids, whilst considering their preferred learning style(s).
- Personal discussions focus on specific memory aids and how these have helped pupils to remember certain information/what strategies would help them to remember the information better, e.g. using imagery to aid working memory.

5. Self-regulation and evaluation
- Staff provide opportunities for joint problem-solving. Mistakes are viewed as a natural part of learning and as positive learning opportunities.
- Teaching staff model specific ways for pupils to self-evaluate work.
- Time is spent with pupils evaluating the methods they used to solve a problem.
- Personalised feedback is given, drawing attention to pupil's strengths, effort and cognitive skills, as well as task outcomes and pointers for improving performance.

6. Expression
- Support for word-finding difficulties such as word maps, word wheels and visual word banks for topic-related vocabulary.
- Regular use of alternative methods of recording, e.g. mind-mapping, story boards, voice recorders, videos, digital photography, etc. when writing is not the primary objective.

7. Generalisation and adaptation
- Staff model strategies such as counting in two's rather than one's when counting a large number of objects.
- Develop skills to reflect on why certain strategies are more effective in certain situations.
- Personalised links are made about how the activity/knowledge relates with prior learning experiences.
- Links are made explicit between similar activities and the child's previous understanding and competency.

8. Literacy
- At the whole-class level, teachers differentiate tasks to accommodate additional literacy needs to embed specific IEP targets.
- Small-group intervention programmes utilising distributed practice (i.e. little and often), with regular monitoring and target-setting.
- Programmes should be evidence-based, e.g. Direct Phonics, Toe-by-Toe, Paired Reading, Precision Teaching.

9. Numeracy
- At the whole-class level, teachers differentiate tasks to accommodate additional numeracy needs to embed specific IEP targets.
- Small group intervention programmes utilising distributed practice, with regular monitoring and target setting.

	SEN Support *(IEP/My Support Plan)*
Descriptor	A graduated approach to ensure a growing understanding of the child/young person's significant learning needs and to ensure good outcomes (Assess, Plan, Do, Review). Schools use their own personalised approach to planning and recording provision made at SEN Support level, e.g. IEPs, ANPs or the My Support Plan, to ensure a more personalised and coordinated planning approach. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **significantly/severely affect their access** to the National Curriculum, including all aspects of school life, particularly in new and unfamiliar contexts, but also at times of high stress within familiar contexts.

As for Wave 1 (QFT), Wave 2 (SEN Support (with Provision Map/IEP) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes):-

Assessment, planning & review	**Planning & Review**
	• The My Support Plan provides a more coordinated and personalised planning approach to meeting a child or young person's SEN. The school should determine whether a My Support plan is necessary, particularly if:
	  • a pupil continues to make limited progress despite evidence-based SEN support delivered by appropriately trained staff;
	  • a number of professionals are involved and a shared understanding of strengths and needs and joint agreement of outcomes and actions is needed.
	Further guidance is available on the intranet as follows:-
	'The Coordinated Planning Approach and Pathway - My Support Plan'
	'My Support Plan – template'
	'My Support Plan – example'
	http://intranet.kirklees.gov.uk/specialeducation

Child and family centred approach	• A key worker should be allocated to the child/young person and their family who will develop a positive and trusting relationship with the pupil to support their learning and emotional needs. This person will act as an advocate for the child and be the child's and parents'/carers' key point of contact. • The key worker will be able to support the child/young person and their parents/carers to share their views, including aspirations as well as concerns, in order to support effective joint planning through the My Support Plan.
Environment	• The pupil may be taught in a quiet, relatively distraction-free environment for some lessons/parts of sessions, if appropriate. • Consideration should be given to all aspects of the school environment with regard to any sensory needs, as appropriate, e.g. adaptations to school uniform, being able to opt out/short breaks from stressful situations, e.g. assembly, fire drills, changing for P.E., etc. • The pupil should have a quiet, safe area to retire to, as required.
Staff	• All staff should have a knowledge and understanding of pupils with cognition and learning needs. Some staff should have additional specific training, e.g. dyslexia awareness. • An enhanced level of targeted support on an individual and small group basis. • An enhanced level of targeted support in the mainstream classroom which may also include unstructured parts of the day, e.g. start and end of school day, breaks, lunchtimes and trips out of school. • A responsive adult to provide additional support in class where necessary, to enable social coaching opportunities. Individual support where necessary and in a timely fashion, e.g. if/when the pupil is starting to become distressed or dysregulated.
Curriculum approaches & strategies	**1. Perception and processing** • Individual resources used where necessary, e.g. modified worksheets, personal visual instructions etc. • Staff give verbal overview of stimulus materials using simple language. • Pre- and post-teaching of core curriculum content.

2. Attention, organisation, initiation and motivation
- A highly differentiated curriculum which takes account of the child's strengths, is developmentally appropriate, targeted to address their learning needs, emotional regulation and sensory needs and promotes their independence.
- Individual programmes to support specific areas of need are used and incorporated within whole-class activities to ensure that children are educated with their peers as much as possible.
- Individualised rewards and motivators are used intrinsically as part of the interventions offered.
- Adults model, directly teach and support pupils to use metacognitive and self-regulation strategies at all times during the school day.
- Consideration is given to seating arrangements to help minimise distractions and encourage children to learn with and from their peers as much as possible.

3. Logic and reasoning
- Staff model logical reasoning processes and actively support students to apply the same strategies in a similar exercise or task.
- Staff use a high level of mediation to support students in working as independently as possible without 'doing it for them'. This may be through highlighting important information, asking pertinent questions, etc.

4. Working memory, fluency, maintenance and recall
- Individual visual and pictorial aids are used to allow pupils to access key information needed to complete tasks without unnecessary memory loading, e.g. times table squares may be used if the learning objective is interpreting word problems. Word banks may be used for spelling and vocabulary when the objective is expressive writing.

5. Self-regulation and evaluation
- Pupils are given planned time to have a break from formal learning, which may include opportunities for emotional regulation and/or time to burn off physical energy.

6. Expression
- Individualised recording methods and resources such as a voice recorder, ICT software, etc. are used regularly when writing is not the main objective.

7. Generalisation and adaptation
- Learning is supported and consolidated throughout the day. Pupils are actively supported to access extra-curricular activities alongside their peers. This may require additional adult support or adaptation of activities.

8. Literacy
- An individualised programme of work which is developmentally tailored and delivered according to needs and linked to whole-class learning. This is offered several times during the week with lots of repetition, consolidation and overlearning.
- Use of specific programmes or packages delivered daily with individual support from staff who have received relevant training.

9. Numeracy
- An individualised programme of work which is developmentally tailored and delivered according to needs and linked to whole-class learning. This is offered several times during the week with lots of repetition, consolidation and overlearning.
- Use of specific programmes or packages delivered daily with individual support from staff who have received relevant training.

Accessing Resources & Support at SEN Support

Resources and materials

Information on evidence-based interventions
Brooks, G. (2016) *What works for children and young people with Literacy Difficulties: The Effectiveness of Intervention Schemes.* Fifth Edition

Dowker, A. (2009) *What Works for children with Mathematical Difficulties: The Effectiveness of Intervention Schemes.* DCFS.

DfE National Strategies Inclusion Development Programme
http://www.idponline.org.uk/

Literacy support for reading and writing
https://literacytrust.org.uk/

Outside agency support
Education
- Educational Psychology
  - Additional Needs Partnerships: a solution-focussed format to discuss areas of concern with a group of SENCOs.
  - Consultation for complex cases at SEN Support level (core work in maintained schools, traded in academies) and further follow-up support (traded in all mainstream schools).
  - Training – whole-school development, approaches to learning and intervention as part of the traded offer.
- Early Years SEN
  - Consultation meetings/telephone consultation for settings and parents/carers on receipt of referral depending on level of need.
  - Time-limited interventions to model and build adults' capacity re. structured interventions.
  - Training is available as part of the traded offer.

For further information on the above services see http://intranet.kirklees.gov.uk/specialistlearning.

As well as the support outlined above, it is expected that the needs of a child/young person with SEND will also be addressed using the range of support detailed in the Kirklees Local Offer, e.g. community resources in the local area: see www.kirkleeslocaloffer.org.uk.

Considering requesting an Education, Health and Care (EHC) needs assessment

Where a pupil makes expected progress and meets the outcomes set, they should continue to receive provision to meet their identified needs at SEN Support (or at QFT depending on the level of progress) using the school's delegated funding and with access to services available through the Local Offer. However, where a pupil does not make the expected progress, even when relevant and purposeful action has been taken (as detailed above) and the school's delegated funding has been fully utilised (Elements 1 & 2, including spending at least £6,000 on SEN provision specific to the child), those involved may agree to request an EHC needs assessment. The agreement to request an EHC needs assessment should be reached with all those involved and normally at a review of the My Support Plan.

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5. EHC Plan	
Descriptor	The complex learning needs, outcomes for the child/young person and provision required to help them to make progress towards their outcomes have been determined through an EHC needs assessment and an EHC Plan is in place. Children and young people will have learning needs identified by the description of needs on pages 1 - 3 which **severely/profoundly/exceptionally affect their access** the National Curriculum, including all aspects of school life, even in familiar contexts and with familiar people. ***Any provision which is additional to/different from that provided at SEN Support will be specified within the child's EHC Plan. Generally this will incorporate strategies and interventions outlined in QFT and SEN Support delivered in combination, <u>in a highly personalised manner and with a very high level of intensity.</u>***
Setting	Where a pupil makes expected progress and meets the outcomes set, they would normally continue in a mainstream setting. However, where a pupil has complex needs which cannot be fully met within a mainstream setting, even when appropriate special educational provision has been delivered through an EHC Plan, or where complex needs have been identified through a new EHC needs assessment, then a special school place may be considered if this is in line with parental preference *(mainstream education cannot be refused on the grounds that it is not suitable; CofP 9.89-9.90).* Consideration of a special school place will be through the Annual Review of an EHC Plan or through a new EHC needs assessment. Children and young people with an EHC Plan may be in any of the following settings:- • **Mainstream school** with a personalised curriculum and requiring a high level of special educational provision as identified in the EHC Plan. *All mainstream schools have funding to support children and young people with SEN. Additional educational funding is available through the EHC plan and this is allocated over and above what is normally available to schools (elements 1 & 2) on completion of EHC needs assessment. This is called high needs 'top up' funding (element 3) and is used to enable delivery of the special educational provision identified in the EHC Plan.* • **Complex needs (special) school** For further information on SEN support levels for mainstream schools, specialist provisions and the special school offer see http://intranet.kirklees.gov.uk/specialeducation
As for Wave 1 (QFT), Wave 2 & 3 (SEN Support) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes as defined in their EHC Plan):-	
Assessment, planning & review	**Assessment** • Continued use of high quality ongoing assessment and more specialised assessment tools in relation to specific needs, as necessary. • Formal assessment advice from other agencies involved in the EHC needs assessment. **Planning** • Set interim smaller-step targets towards meeting outcomes detailed in the EHC Plan and agree arrangements for monitoring progress and setting new targets. *(Sections 5 & 6 (only) of the My Support Plan provide a useful template for setting targets against steps and outcomes and arrangements for interim reviews.)* • Consider any further information and advice from relevant professionals. • Interim smaller-step targets towards outcomes should be appended to the EHC Plan so that progress monitoring is considered in the light of the longer-term outcomes and aspirations. **Review** • The annual review of the EHC Plan must take place within 12 months of the issue of the final EHC Plan and then within 12 months of any previous review (reviews must be held at least 6-monthly for children under 5 years old).

Child and family centred approach	• Continue to meet with parents/carers regularly (at least three times per year) and involve the child/young person in order to discuss progress towards the outcomes set out in the EHC Plan in order to:
	   • maintain a shared understanding of the child/young person's strengths and difficulties, set clear outcomes and review progress towards them;
	   • discuss the activities and support which will help to achieve the outcomes;
	   • incorporate their views, including aspirations as well as concerns, in order to support effective planning;
	   • support parent/carer engagement in the approach, enabling them to offer consistency at home;
	   • allow parents/carers to share essential information about the impact of SEN Support or of any changes outside of school.
	
	• The identified key worker should continue as an advocate for the child/young person and be the child/young person's and parents'/carers' key contact.
	• Family links are central to good practice when working with children and young people with SEN. For specialist settings in particular, these links might incorporate workshops, coffee mornings, home visits, etc.

Environment	• A supervised learning area/space (e.g. a personalised work area in a mainstream class) or classroom is available for the pupil to access for lessons, social time, respite, and adult guidance, as appropriate. • A respite area in school is provided to allow the pupil to calm down after episodes of extreme emotional dysregulation. This environment should be safe, easily accessible and include equipment which supports the pupil to calm (e.g. use of headphones, music, sensory materials, soft furnishings, covered area, etc.).
Staff	• A high level of targeted support, on an individual and small group basis. • A high level of targeted support in the mainstream classroom which may also include unstructured parts of the day e.g. start and end of school day, breaks, lunchtimes and trips out of school. • Specific staffing arrangements and staff skills (in addition to that detailed in SEN Support, above) will be defined within the child's EHC Plan.
Curriculum approaches & strategies	**Curriculum approaches and strategies will be determined through the EHC needs assessment and clearly defined within a child/young person's EHC Plan. Examples of what could be included are as follows:** **1. Perception and processing** • Specialist resources are used to enable students to access information and stimulus materials. **2. Attention, organisation, initiation and motivation** • A personalised curriculum which takes account of the child's strengths, is developmentally appropriate, is targeted to address their learning and which promotes their independence and life skills. • Specific feedback is given using visual and/or concrete rewards, provided immediately following positive engagement/behaviours. **3. Logic and reasoning** • Concrete, practical activities are used to teach the pupil life skills relevant to their current developmental level. **4. Working memory, fluency, maintenance and recall** • Pupils are given the information they need immediately prior to a task, e.g. labelling objects and items. • Pupils are able to practise activities in school before applying them in more realistic situations, e.g. learning how to operate switches before applying this to learning how to operate household items safely. **5. Self-regulation and evaluation** • Pupils are given any physical support needed to enable them to focus on learning, e.g. hand-

over-hand support from an adult etc.
- Pupils are given adequate comfort/movement breaks throughout each session.

6. **Expression**
- Augmented communication aids, ICT and specialist adapted equipment is used to support a child in all aspects of schooling, as appropriate.

7. **Generalisation and adaptation**
- Pupils are taught in context where possible and are given opportunities to practise skills in the real world, e.g. using real money in school, visiting a shop to practise buying goods.

8. **Literacy**
- Pupils have access to a curriculum which promotes functional literacy and life skills in a way which is relevant to their current developmental level.

9. **Numeracy**
- Pupils have access to a curriculum which promotes functional numeracy and life skills in a way which is relevant to their current developmental level.

Accessing Resources & Support – EHC Plan
Anything additional to/different from that provided at SEN Support level will be specified in the child's EHC Plan.

Appendix I – What is cognitive functioning?

1. Perception and processing
   • The ability to receive incoming information, which may be through different means e.g. verbal, visual and sensory information.
   • The ability to make sense of incoming information, which may be through different means e.g. verbal, visual and sensory information.
   • Processing speed: How quickly and fluently a person can carry out a cognitive task which includes:
      - perceptual speed, i.e. the ability to seek quickly and compare visual patterns or symbols when presented next to one another or separated within a visual array;
      - number facility, i.e. the ability to deal quickly and accurately with numbers and basic numerical calculations;
      - rate-of-test-taking, i.e. the ability quickly to carry out easy tasks or tasks which demand very simple decisions.
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2. Attention, organisation, initiation and motivation
• The capacity to maintain attention on a situation or task in spite of distractions, fatigue or boredom.
• Planning and organising tasks.
• Task initiation - the ability to begin tasks without undue procrastination.
• Goal-directed persistence - the capacity to have a goal, follow through to the completion of the goal and not be put off or distracted by competing interests.

3. Logic and reasoning
• The ability to use analogy (visual and conceptual), i.e. the ability to transfer knowledge or meaning about one thing to another.
• The ability to use deductive reasoning (creating a theory, testing it and coming to a logical conclusion based on observations).
• The ability to use inductive reasoning (making observations, discerning a pattern, making generalisations, and using these to create an explanation or theory).
• The ability to identify patterns, rules and trends in data and information.
• The ability to understand abstract information (i.e. theories and concepts rather than concrete objects or actual instances).
• The ability to use and understand metaphor (i.e. to understand that one thing can represent something else).

4. Working memory, fluency, maintenance and recall
   • The ability to hold information in mind while performing complex tasks.
   • The ability to draw on past learning or experience to apply it to the present situation or project it to future events.
   • The ability to retrieve prior learning when needed.
   • The ability to make current skills more accurate and refined.
   • The ability to become more fluent and automatic in using and applying prior learning.
   • The ability to maintain learning and skills over time.

5. Self-regulation and evaluation

- The ability to stand back and take an overview of oneself in a situation; the ability to self-monitor and self-evaluate.
- Flexibility - the ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to being adaptable to changing conditions.
- Monitoring one's own progress.
- The ability to manage emotions (e.g. overcoming frustration) in order to achieve goals, complete tasks or control/direct behaviour.
- Response inhibition - the capacity to think before acting and/or to delay or inhibit responding based on the ability to evaluate multiple factors. Children with difficulties in response inhibition are impulsive and tend to do or say things before thinking through the consequences.

6. Expression
- The ability to verbalise knowledge/learning.
- The ability to record and present learning visually.

7. Generalisation and adaptation
- Identifying that similar problems can be solved using similar means.
- Incorporating and transferring prior knowledge and skills to new learning experiences.

Literacy and numeracy skills

8. Literacy
- Difficulties with phonological awareness/phonological processing (i.e. being able to identify, process, sequence and retain the sounds in spoken language)
- Difficulties with spelling (often linked with the above)
- Difficulties with reading
- Difficulties with grammar
- Difficulties with reading comprehension
- Difficulties with visual processing/visual memory
- Can often be associated with underlying/residual speech and language delays/difficulties

9. Numeracy
- Difficulties with numerosity - the 'sense' of number - understanding conceptually what numbers actually mean.
- Difficulties with sequencing and ordering.
- Difficulties with calculation.
- Difficulties with comparison.