



The Graduated Approach to SEN Support

Cognition and Learning





Foreword

Improving outcomes for our children and young people with Special Educational Needs & Disabilities (SEND) is at the heart of our Inclusive Ambitions to tackle key inequality issues in Kirklees. Investing in our learners and their families at the earliest opportunity will support us to help them achieve their best possible outcomes.

There are four broad areas outlined in the SEND Code of Practice (2015). They provide schools with an overview of the range of needs that should be planned for. The purpose of identification, however, is to work out what action the school needs to take, not to fit a learner into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Cognition and Learning is one of the four broad areas of need as outlined in the SEND Code of Practice (2015).

This guidance is designed to support schools to **identify** the strengths and needs of learners with Cognition and Learning needs and suggests a range of **targeted provision** that may need to be put into place for learners with special educational needs at SEN Support.

It builds on the Kirklees description of **Inclusive High-Quality Teaching** which has been developed in the form of an audit tool to support mainstream schools to evaluate the extent to which they can meet the requirements of learners with SEND within the day-to-day classroom context. It is this inclusive high quality teaching which is expected to be in place for all learners, every day in every classroom.

It is important that this audit tool is utilised prior to considering this guidance; as the SEND Code of Practice (2015) states, 'additional intervention and support cannot compensate for a lack of good quality teaching' (para. 6.37).



What will this guidance help me with?

ASSESS

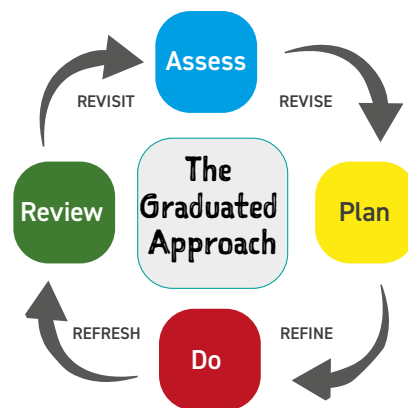
To support the ASSESS phase of the Graduated Approach, this guidance firstly provides an over-arching description of the broad range of strengths and difficulties that may present for a learner with special educational needs in the area of Cognition and Learning. It is designed as a starting point to begin to identify in close detail where a learner's barriers to learning may lie.

PLAN

It then suggests a range of targeted SEND provision, which is additional to and/or different from the universal offer of inclusive high-quality teaching, that schools may need to put into place for our learners with special educational needs in this area. It is targeted because it is designed to address specific barriers to or gaps in learning that have been identified at the ASSESS phase of the Graduated Approach.

Targeted provision should be carefully planned for, with clear expected outcomes linked to provision. It may be planned to take place within or away from the classroom, possibly as an intervention led by a teacher or teaching assistant. If this is the case, schools need to:

- Have a clear justification for this being the best approach.
- Be clear as to the purpose of targeted provision.



- Discuss and agree the expected outcomes.
- Ensure teachers remain responsible and accountable for progress, even where learners are receiving targeted provision away from the classroom.
- Keep targeted provision under review as part of the graduated approach; including planning for alternative approaches or specialist advice where needed.

Schools will need a planning tool to record the targeted provision to be put into place and the outcomes sought and the progress made. It is for schools to determine their own approach to record keeping, but it may incorporate the use of provision mapping and an individual plan for the learner such as an IEP or MSP. It is vital that the learner and their parents/carers are also involved in making decisions about the type of targeted SEN provision that will be put into place and in the evaluation of the impact. Utilising Person Centred Approaches through the Graduated Approach will provide a rounded picture that is focused on what is important to and for the learner, from their perspective and from that of the people closest to them.

This document also provides guidance for schools on the key elements that constitute good practice at the **DO** and **REVIEW** phases of the Graduated Approach.

The Conditions for Inclusion for Learners with SEND

For all learners, their environment can have a profound impact upon their feelings of belonging and aspiration; the influence of school culture, ethos and attitudes of staff and peers are highly influential.

Everyday relationships and interactions with staff and peers form the basis of each learner's school experience. Where they are positive and nurturing, our learners with SEND are far more likely to feel they belong and can thrive at school.

Fundamental conditions for inclusion should be in place prior to individualised targeted provision for our learners with special educational needs and disabilities:

- An inclusive culture that permeates policy and practice across all aspects of school life.
- An ambitious vision.
- Equality of opportunity across all aspects of school life.
- An understanding and application of the duty to make 'reasonable adjustments' across all aspects of school life.
- Alertness to possible unconscious bias that may lead to reduction in aspiration.

- Prioritising independence.
- Representation of positive role models with SEND through the curriculum, resources, visiting speakers.
- Ensuring learners with SEND are represented in all aspects of school life e.g. school plays, clubs, school councils, sports and music events.

Positive relationships between teachers and peers and inclusive teaching practice built on established inclusive principles are fundamental to improving outcomes for all learners.



Assess

The Graduated Approach

- SENCo, teacher(s) and key staff keep the analysis of strengths and needs under review to ensure support is matched to need. Parent/ carer and learner views support the analysis of strengths and needs - conversations are carried out with sensitivity and honesty.
- Use of detailed National Curriculum and individualised assessment tools in relation to specific descriptors may be necessary to identify strengths, gaps in and barriers to learning to inform planning.
- Specialist SEND services can be contacted where a school requires further guidance around understanding the learner's strengths and needs and approaches to support.

Guidance to support the identification of strengths and needs

This checklist is not a tool for diagnosis, but can be used to support school processes to identify a learner's strengths and needs in the area of Cognition and Learning. SENCOs can work with teachers to use this when they are raising concerns around possible SEND within this broad area and continue to use it as needed, within the Assess phase of the Graduated Approach.

Assess

Prompt questions

*When considering 'What do our observations tell us?' it may be useful to reflect on and record your thoughts on the following:

- What does the learner's strength or difficulty in each area look like and how do we know?
- Do the learner's strengths and needs present differently in different contexts and environments, including at home; when does this happen, when does it not happen?
- To what extent is this need or difficulty having an impact on learning?
- Are there areas we are not sure about and need further assessment? How will you do this? Do we need to look at any other areas of need?
- What needs, gaps in or barriers to learning can we work on improving and which can we help to work around?

After using this Assessment tool, see the DESCRIPTION OF TARGETED PROVISION table below for suggestions around the type of support and intervention to consider when you move to the PLAN phase of the Graduated Approach.

Assess

Cognition and Learning

Supporting the analysis of strengths and needs

What do our observations tell us?

Executive Functioning Skills	May experience difficulties with some of the following	What do our observations tell us?			
		Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 6 to help with analysis</i>
<p>Working memory: the ability to hold verbal or visual information in mind (short-term memory) and process this to achieve a result (working memory). This includes processing new information and information from long-term memory.</p>	Following instructions				
	Remembering answers				
	Following multiple step instructions				
	Blending and segmenting in phonics and/or completing mental maths due to processing demands				
<p>Sustained attention: the capacity to maintain focus on a task for extended periods of time. Fatigue e.g. sleep, physical tiredness, limits attentional resources and interest is a strong mediating factor for attentional capacity.</p>	Maintaining attention to finish a task – may appear to drift off task/forget what they are doing				
<p>Response inhibition: the capacity to stop and think before doing something. Resisting impulses gives us the time to evaluate a situation before reacting and helps to maintain focus. Requires attention and effort; both impacted by other factors.</p>	Understanding what to do before starting work				
	Resisting impulse to call out or interrupting				
	Maintaining focus by ignoring distractions around them				
<p>Flexibility: capacity to update our understanding when presented with new information. This can include obstacles, setbacks, mistakes, or simply just a different way of looking at things. Often seen as being adaptable.</p>	Open-ended tasks such as creative writing				
	Managing changes in routine				
	Accepting alternatives within a task or situation				

Assess Cognition and Learning Supporting the analysis of strengths and needs		What do our observations tell us?			
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Executive Functioning Skills	May experience difficulties with some of the following				
Task initiation: the ability to understand how to begin a task, and initiate the task without unnecessary delay. Often referred to as procrastination; can often be impacted by our interest and/or when lacking confidence.	Starting a piece of work				
	Leaving homework/assignments to the last minute				
	Making decisions				
Emotional control: the ability to recognise and regulate emotions in order to achieve the goal we have set. Heightened emotions take away attention from the task/situation, and focus this on self-preservation.	Confidence to achieve a goal – may appear to shut down when this is lacking				
	Processing too much info may feel overwhelming				
	Managing emotions around peer disagreements				
Goal directed persistence: the ability to devise a clear goal, plan out the steps to achieve this and continue to action each step through to goal-completion. Involves maintaining focus in the face of challenges/distractions.	Starting a piece of work/project with a clear goal in mind				
	Making choices to stick to a plan				
	Maintaining focus in the face of challenges - may instead spend time based on immediate needs and interests only				
Metacognition: the capacity to take a 'bigger picture' view of how we are acting/achieving/performing in pursuit of a goal. This requires self-awareness to reflect, monitor, evaluate and adaptively plan within a task.	Ability to analyse, reflect and adapt				
	Awareness of the impact of their actions				

Assess

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<p>Planning and Prioritisation: the ability to map out each step needed to reach a goal/ complete a task. This involves being able to decide what is or is not important to focus on. Often requires working memory/flexibility.</p> <p>Organisation: the ability to develop, plan and action approaches and/or systems to be able to order information and/or resources around us. This can be general i.e. daily activities, or task specific i.e. new tasks/problems.</p>	Ability to see the steps in achieving goal; difficulty doing this may feel overwhelming				
	Managing the need for perfection				
	Being ready with what's needed to start a task/activity				
	Organisation of resources they need around them - may lose things e.g. permission slips				
	Organisation of work on a page – may appear untidy and disorganised				
	Managing time restraints e.g. getting dressed and other activities				
<p>Time management: the capacity to judge the passing of time, estimate how much time might be needed to complete individual tasks and adapt performance speed in response.</p>	Regularly needing to restart an activity from the beginning				
	Allowing enough time to complete tasks				
	Sticking to a time schedule				
	Ability to complete a task they have started; this may lead to frustration				
	Undertaking a task allowing enough time to complete it – may start a task at the last minute				

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Emotional/Affective Learning Factors		May experience difficulties with some of the following:			
Accessibility to assistance: can seek help and is willing to become involved in collaborative exchange.	Engagement with others in the lessons – may appear withdrawn, frustrated, upset during lessons				
	Accepting and responding to adult or peer support within a piece of work/activity				
Frustration tolerance: ability to take learning risks: the learner attempts problems/tasks despite perceived difficulty. Wants to try a harder level.	Confidence to 'have a go'				
	Showing interest in activities or topics - may appear passive				
Interest/curiosity: asking questions, wanting to get involved.	Asking questions to find out new things				
	Willingness to explore new topics, activities – may seek out familiar activities/toys				
	Trying hard when work appears difficult – may default to feeling defeated and believing they will fail, recalling previous experience of getting something wrong				
Confidence: self-efficacy, growth mindset: the belief they have control over achieving something and will have a go.	May feel learning is too hard				

Assess

Cognition and Learning

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Literacy:

May experience difficulties with some of the following

Accuracy including phonic awareness: accurate and fluent reading and spelling at word and sentence level, in tests and throughout general writing.

- Phonological awareness - identify the sounds of speech
- Segmenting phonemes
- Blending phonemes
- Identifying start, middle and end of sounds
- Uses phonic knowledge to decode new/ unknown words
- Attempts at using phonics to spell unknown words
- Reading high frequency and 'tricky' words correctly
- Spelling high frequency and 'tricky' words correctly

Fluency: accurate and fluent reading at word and sentence level..

- Hesitancy when reading
- Multiple errors
- Need to de-coding majority of words
- Lack of self-correction
- Losing place when tracking text
- Word substitution often not in context

Assess

Cognition and Learning

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Comprehension: May be impacted by word reading being slow or weak language skills	Vocabulary (word knowledge)				
	Connecting ideas within a text				
	Inferring information				
	Noticing when something in the text doesn't make sense				
Handwriting/recording of work:	Enjoyment in writing - may appear laborious and effortful				
	Orientation and spacing of writing				
	Some letter reversals				
	Letter formation				
	Speed of writing may be slow				
	Copying writing may be slow				



Assess

Cognition and Learning

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Numeracy	May experience difficulties with some of the following:				
<p>Understanding mathematical concepts: Key mathematical concepts to support the understanding of number and calculation such as numerosity, cardinality, subitising, estimation, sequencing & ordering, place value</p>	Can count but difficulty matching quantity to the written or spoken digit i.e. knowing that the written digit '3' represents three of something (numerosity)				
	May be able to count a group of objects, but when asked, 'So how many are there altogether?', they are unable to answer (cardinality)				
	Looking at a small group of objects (up to 5) and know how many there are without counting (subitising)				
	Learning number names and recite them in sequence forwards and backwards (sequencing/ordering)				
	Understanding the position of a digit in a number affects its value				
	Understanding the principle of exchange				
	Understanding the relational aspect of number e.g. that 4 comes before 5 and after 3				
	May always need to count in ones when tackling calculations, even for small quantities (stuck in a unitary concept of number)				

<div style="background-color: #0070C0; color: white; border-radius: 15px; padding: 5px; display: inline-block;">Assess</div> <h2 style="text-align: center; margin: 0;">Cognition and Learning</h2> <h3 style="text-align: center; margin: 0;">Supporting the analysis of strengths and needs</h3>		What do our observations tell us?			
		Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 6 to help with analysis</i>
Numeracy	May experience difficulties with some of the following:				
	Estimating may be inaccurate; may be unable to say how they came to this guess				
	Understanding of the concept of multiplication, division, subtraction				
	Not making links with real life examples of use of numeracy				
Sequencing/pattern spotting	Time tables				
	Telling time				
	Days of the week, months of year				
	Understanding before/after				
	Routines in school				
Calculating and following procedure	One to one correspondence - accurately pointing to each object as they count				
Understands language used in maths problems	Understanding and using technical vocabulary for maths concepts				
Other Cognitive Skills/Abilities	May experience difficulties with some of the following:				
Reasoning - verbal	Thinking with words: explaining, solving word problems, communicating ideas, forming ideas, making predictions				
	Following verbal instructions				

Assess

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Reasoning - non-verbal	Thinking, analysing and problem-solving with objects, pictures, diagrams, numbers and shapes without relying on language				
	Spatial awareness i.e. playing non-verbal games involving shapes and numbers				
	Recognising sequences				
	Constructing materials with accuracy				
Processing speed	Following directions with several steps				
	Responding promptly to instructions and directions				
	Making sense of information when given				
	Getting things done in appropriate time				
Memory: short term, long term, working	Short-term information the learner is currently thinking about or is aware of e.g. recalling what has just been read or said, where something was located just a moment ago				
	Long term recall of previously learned material				
	Retaining learning over time				
	Making links to prior learning				

Assess

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Experiential Factors

May experience difficulties with some of the following:

Knowledge and Understanding

Difficulties in this area may be due to limited or disadvantaged early care and or play/learning experiences; long or persistent absence from school; loss and/or developmental trauma; differing early cultural background.

Having knowledge and understanding of everyday things as would be expected of age

Plan

Planning for targeted SEN SUPPORT that is additional to and/or different from inclusive high quality teaching

- Teacher(s) and SENCO agree, in consultation with the learner and their family, the outcomes they are seeking, the targeted SEN provision to be put in place to address gaps in and barriers to learning to accelerate progress and development.
- Support and intervention are based on reliable evidence of effectiveness and provided by practitioners with relevant skills and knowledge.
- All teachers and support staff who work with the learner are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Supply staff are provided with clear information about the key needs and adjustments required for the learners with SEND they will be teaching.
- A clear date for review is set.
- Advice from specialists is shared with all relevant staff; SENCO checks that it is fully understood and planned for.
- Any related staff development needs should be identified and addressed.
- Schools can determine their own approach to record-keeping to record provision made at SEN Support and its impact on the learner's progress, e.g. Provision Map/IEP/MSP
- Guidance for families is provided showing how they can offer support for learning and development at home.

The suggested provision will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are designed to guide schools and should be delivered in accordance with the learner’s needs and agreed outcomes.

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Plan</div> <h2 style="text-align: center;">Cognition and Learning</h2> <h3 style="text-align: center;">Description of targeted provision for Learners SEN Support</h3> <p style="text-align: center;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p>	In Place	Impact of Targeted Support			<div style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Review</div> <h3 style="text-align: center;">NOTES</h3> <p style="text-align: center;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
<h4 style="text-align: center;">Curriculum Approaches and Strategies to support Executive Functioning</h4>					
<p>An adapted curriculum which is developmentally appropriate, takes account of the learner’s strengths and is targeted to address their learning needs and promotes independence.</p>					
<p>Individual programmes are in place to support specific areas of need. Where possible, they are incorporated within whole-class activities to ensure that learners are educated with their peers as much as possible.</p>					
<p>Pre- and post-teaching of core curriculum content is regularly in place.</p>					
<p>Tasks are short and time-limited with regular breaks between activities where needed to maintain focus and attention.</p>					
<p>Individual resources used where necessary e.g. modified worksheets, personal visual instructions to access information and materials.</p>					
<p>Individual visual and pictorial aids are used to allow learners to access key information needed to complete tasks without unnecessary memory loading, e.g. task management boards, word banks for spelling and vocabulary when the objective is expressive writing, dual coding.</p>					
<p>Consideration is given to seating arrangements to help minimise distractions and encourage children to learn with and from their peers as much as possible.</p>					
<p>Learning is supported and consolidated throughout the day.</p>					
<p>Learners 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.</p>					
<p>Learners are given the information they need immediately prior to a task, e.g. labelling objects and items.</p>					

Plan

Review

Cognition and Learning

Description of targeted provision for Learners SEN Support

This should be in addition to Inclusive High-Quality Teaching

In Place

Impact of Targeted Support

NOTES

Questions to consider:
Which support needs to continue?
Is more time needed to see impact in some areas?
Is further assessment needed?

Curriculum Approaches and Strategies

Individualised rewards and motivators are used intrinsically as part of the interventions offered.

Specific feedback is given using visual and/or concrete rewards, provided immediately following positive engagement/learning behaviours.

Adults model, directly teach and support learners to use metacognitive and self-regulation strategies at all times during the school day.

Staff give verbal overview of stimulus materials using simple language.

Staff model logical reasoning processes and actively support students to apply the same strategies in a similar exercises or task.

Staff use a high level of mediation to support learners in working as independently as possible without 'doing the work for them'. This may be through highlighting important information, asking pertinent questions, scaffolding, modelling etc.

Staffing

An enhanced level of targeted support in class by teacher or support staff on a small-group or individual basis targeted to address their learning needs.

Learners are actively supported to access extra-curricular activities alongside their peers. This may require additional adult support or adaptation of activities.

Affective/Emotional Skills

Support the learner in understanding their learning differences and development of the ability to self-advocate in order to meet their needs.

Opportunities and support for learners to gain the language to express their feeling and concerns.

Support to enable the learner to engage with others in the lessons.

Plan

Review

Cognition and Learning

Description of targeted provision for Learners SEN Support

This should be in addition to Inclusive High-Quality Teaching

In Place	Impact of Targeted Support			NOTES
	Red	Orange	Green	

Questions to consider:
Which support needs to continue?
Is more time needed to see impact in some areas?
Is further assessment needed?

Curriculum Approaches and Strategies

- Provide opportunities to develop the learner’s strengths and interests alongside peers.
- Praise whenever they attempt problems/tasks despite perceived difficulty.
- Provide regular wellbeing check-ins where needed.

Literacy

- Alternative approaches to the teaching of reading and writing, such as whole word reading in addition to the teaching of phonics, using multi-sensory, cued approaches to early literacy e.g. Literacy intervention programmes such as Direct Phonics.
- 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 evidence-based programmes or packages delivered regularly with individual support from staff who have received relevant training, see link below.
<https://www.evidence4impact.org.uk>

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Curriculum Approaches and Strategies					
Numeracy					
<p>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.</p>					
<p>Use of specific evidence-based programmes or packages delivered daily with individual support from staff who have received relevant training e.g.</p>					
<p>Use of specific evidence-based programmes or packages delivered daily with individual support from staff who have received relevant training, see the link below.</p>					
<p>https://www.evidence4impact.org.uk</p>					
<p>Supporting children with Gaps in their Mathematical Understanding – National Strategies Information on evidence-based numeracy interventions.</p>					
Other Cognitive Skills/Abilities					
<p>Interventions and structured programmes may be advised or devised with the support of specialist support service e.g. Educational Psychology</p>					
<p>Pre-teaching, where vocabulary, topics and concepts are introduced to learners before being covered in class.</p>					
<p>Post-teaching activities whereby additional time is spent making sure learners have mastered what has been covered in lessons.</p>					
<p>Transferable study skills sessions where a learner is supported to develop skills to help them independently access learning and complete tasks set.</p>					

Plan

Review

Cognition and Learning

Description of targeted provision for Learners SEN Support

This should be in addition to Inclusive High-Quality Teaching

In Place

Impact of Targeted Support

NOTES

Questions to consider:
Which support needs to continue?
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Is further assessment needed?

Curriculum Approaches and Strategies

Experiential Factors

Personalised programmes, enrichment projects, extracurricular activities, according to learner's identified needs.

Nurture group provision - providing informal but structured instruction on developmental issues such as self-esteem, communication and life skills.

Learner and Family Centred Approaches

Use of a home-school communication system so that school and families are aware of and can share current challenges and successes.

Consideration is given to how parent/carer and learner views will be sought and shared effectively as well as ensuring family members are able to process all relevant information presented to them in a timely manner, particularly before planning and review meetings.

Agreed consistency of approaches between home and school to support learning and development.

Parents/carers are made aware of changes to school timetable so that they can help prepare their child at home.

As appropriate to age and stage, mechanisms for gathering the learner's views in order to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes they are working towards.

Signpost families to further guidance and support through the Local Offer e.g. The Early Support Service and also to courses designed for parents/carers.

Additional areas to plan for

Access Arrangements

Access Arrangements are pre-examination adjustments based on evidence of the learner's need and their normal way of working.

Approved Access Arrangements and reasonable adjustments are in place for internal school tests, mock exams and external examinations.

Access Arrangements are planned for at the earliest opportunity to enable learners to be fully able to utilise approaches such as a scribe, readers, exam reading pen, word processor, rest breaks as part of their 'normal way of working'.

Preparing for Transition

Planning meetings are arranged with the learner, their family along with key staff from the current and receiving setting/school/college. Where needed, create a transition plan detailing the support required to enable a successful transition. This may also involve specialist advice and guidance.

Preparing for Adulthood

This means preparing our learners for the next phase of Education/Employability, Independence, Community Inclusion and to be Healthy. Preparation for this can start from the earliest years. See the SENCo and Professional Information and Resources page of the Local Offer for further guidance including recommended outcomes to be planning for from Early Years to Post 19 across the four broad areas of need.

Support, appropriate to the learners age and stage, to enable them to develop an understanding of their needs and communicate them to others with growing awareness of the adjustments they need to successfully access, participate and achieve in lessons and school life.

Creative approaches are used to embed preparing for adulthood activities in the curriculum, everyday activities outside the classroom and where needed, through targeted provision.

A broad, experiential curriculum is offered to support the learner toward their next stage of education, employment or training which takes into account their strengths and interests enabling progression toward employment/adult education or community learning.

This may include alternative qualifications pathways.

Guidance: Staff Skills to support learners with Cognition and Learning needs

- Teachers understand the cognitive development of learners in core areas of learning or within their specialist area and know how to adapt teaching, particularly where learners are working 'below the expected standard'.
- Teachers and support staff have a secure understanding of how a range of factors can inhibit learners' ability to learn within specific learning difficulties of a dyslexic or dyscalculic or dyspraxic nature and the approaches which enable learners to be taught effectively.
- Subject leaders and Heads of Department support the development of teachers understanding in this area and advise staff in how to adapt teaching to support learners' education at different stages of development.
- Subject leaders and Heads of Department use monitoring activities to ensure learners with a MLD and SpLD are fully accessing, participating and achieving in their subject area.

Do**Do**

- The teacher remains responsible for all decisions relating to teaching and support with guidance from the SENCO where needed.
- Where an intervention involves group or one-to-one teaching away from the main class, the teacher retains responsibility for the learner.
- The class or subject teacher remains responsible for working with the learner on a daily basis giving as much teaching attention to the learner as to any other.
- Teachers work closely with any teaching assistants or specialist staff involved, to keep under review the impact of support and interventions and how they can be linked to classroom teaching, making necessary adjustments along the way.
- Teacher regularly monitors the progress the learner is making in relation to the targeted support they receive.

Review**Review**

- Teacher(s), SENCO, any specialists already involved, the learner and their family and key support staff are involved in the review of provision made at SEN Support and its impact on the learner's progress.
- Review meetings with families happens at least 3 times a year. A focus is always given to both attainment and progress from starting points.
- Outcomes of the review are recorded.
- Where there is a shared view that a learner continues to make little or no progress or where they continue to work at substantially low levels despite high quality teaching and evidence-based targeted SEN Support delivered by appropriately trained staff, specialist agencies may be called upon.

Description of targeted provision for learners with complex needs, possibly requiring an EHCP

The learner's Cognition and Learning needs **severely affect their access to the curriculum and many aspects of school life**. The additional/different component will describe a **highly personalised** level of provision to meet the learner's needs, possibly across more than one broad area of need. This will utilise many elements of inclusive high-quality teaching and the additional and/or different provision outlined in the SEN Support section above at a **greater level of intensity and quantity in a highly personalised manner tailored to the individual learner**.

This may look like:

- **A highly personalised and developmentally appropriate** curriculum which takes account of the learner's strengths, is accessible and targeted to address the learner's current needs and promotes their independence and life skills.
- **A significant level of adult support** to adapt and deliver the curriculum.
- **Specialist techniques and resources** used by **well-trained, highly-attuned adults** to deliver the curriculum.
- Significant level of support may also be required at **unstructured times of the day**.
- All support should follow advice from specialists such as an **Educational Psychologist or specialist Outreach teacher**.

This is not intended as a 'criteria' or 'threshold' to being able to request an EHC Needs Assessment, rather it outlines a description of targeted provision for learners with complex needs who may require an EHCP that the LA will give consideration to at EHC Needs Assessment request, and subsequent decision to issue an EHCP.



Where a learner has an EHCP, what are our additional responsibilities within the graduated approach?

Following an EHCP being issued, the Graduated Approach's Assess, Plan, Do, Review cycle should continue to be a process of refining our understanding of the learner's needs and reviewing how well the provision outlined in the plan is supporting progress toward the agreed outcomes as the learner grows and develops.

Utilising Person Centred Practices continue to be the best approach to gather, share information and plan and review provision.

In addition to the Assess, Plan, Do, Review actions outlined in the SEN Support section above it will also be important to consider the following:

ASSESS

Outside agency involvement may continue to be sought as outlined in the EHCP or as required to support further analysis of SEND.

PLAN

Teacher(s) and SENCO should agree, in consultation with the learner and their parents/carers:

- The smaller-step targets towards meeting outcomes detailed in the EHC Plan e.g. these may be termly or half termly, depending on the learner.
- Preparing for Adulthood outcomes should be planned for.
- Records of progress are regularly updated.
- How and when the provision as outlined in Section F will be put in place over the week/term.
- How and when any therapeutic provision in Section G will be timetabled in.
- Liaison with social care teams as part of Section H provision.
- All key staff working with the learner know how to implement strategies and support outlined in the EHCP.

DO

All key staff working with the learner implement strategies and support outlined in the EHCP

The teacher remains responsible for all pedagogical decisions relating to the direction of teaching and support even where a child requires significant adult support to meet their needs.

The teacher gives as much teaching attention to the learner with an EHCP, as any other learner.

REVIEW

Teacher(s), SENCo, the learner and their family and key support staff should continue to be involved in the review of provision and its impact on the learner's progress on a termly basis and formally at the Annual Review.

The Annual Review of the EHCP must take place within 12 months of the issue of the final EHCP and then within 12 months of any previous review. Annual Reviews must focus on the learner's progress towards achieving the outcomes specified in the EHCP and consider whether these outcomes and supporting targets remain appropriate.

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHC plan.

Interim or emergency reviews can be held at any time.

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