



Special Educational Needs Assessment Service (SENA)

Cognition & Learning

Guidance for meeting needs through a graduated response.

This guidance was developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

This guidance document refers to Cognition and Learning

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

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

Group 1: Emerging Needs

A child or young person who may have an emerging SEND, supported by quality-first teaching without additional funding beyond the pupil entitlement.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<ul style="list-style-type: none"> • The CYP is working generally within or just below age related expectations • Some difficulties with learning may include some misconceptions and/or taking longer to understand new concepts • Difficulties may be specific to one aspect of learning and therefore working below expected levels when compared to observed general level of ability 	<ul style="list-style-type: none"> • The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils • The school is proactive in identifying individual needs and monitors that appropriate action is taken • Routine school and class formative and summative assessments are used to tailor lesson objectives and teaching styles to needs • Robust whole school moderation systems assure accuracy of all teacher assessments • Normal school progress monitoring including: Data Analysis; Pupil Progress meetings: Lesson observations and work scrutiny identify difficulties and inform provision planning • Differentiated lesson plans are monitored as part of the school improvement process • The views of pupils and parents are valued • Constructive feedback is given to the CYP as part of AFL • Analysis of assessment information by SLT/subject managers leads to strategic provision planning 	<ul style="list-style-type: none"> • The CYP experiences learning needs which are managed well in mainstream class with appropriate differentiation of task/teaching style • The school has high aspirations for all CYP including those who have SEN • The class/subject teacher is held to account for the learning and progress of all CYP within a mainstream class • High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN • High Quality Teaching meets the needs of all pupils and includes: <ul style="list-style-type: none"> ○ Flexible grouping arrangements ○ Some differentiation of activities and materials ○ Differentiated questioning ○ Use of visual, auditory and kinaesthetic approaches ○ Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently ○ Resources and displays that 	<ul style="list-style-type: none"> • The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils • A broad and balanced curriculum is planned for all pupils • The school is flexible in adapting the core offer to meet needs of all pupils • Opportunities are provided for small group work based on identified need • The wider curriculum promotes positive examples of diversity • Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class • SEAL materials and interventions are routinely used • Anti-bullying is routinely addressed and pupils are confident in reporting incidents • Pastoral arrangements are embedded in whole school practice • Other school pastoral interventions could include <ul style="list-style-type: none"> • Meeting and Greeting • Circle Time • Peer mentoring • Buddy systems • Restorative Practice • ELSA support • Lunch clubs

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	<ul style="list-style-type: none"> • A regularly evaluated whole school Provision Map sets out interventions, provision and outcomes 	<p>support independence</p> <ul style="list-style-type: none"> ○ Routine feedback to pupils ○ Focussed guided reading and writing groups led by a teacher <ul style="list-style-type: none"> • Barriers to learning are considered and appropriate arrangements made to overcome these • Environmental considerations are made to meet the needs of all pupils, e.g. seating position, personal space and classroom layouts, displays and signage • Reasonable adjustments are in place 	<ul style="list-style-type: none"> • Peer reading

Group 2: SEND Support (School based interventions)

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

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<ul style="list-style-type: none"> • The CYP is working below age-related expectations • Progress is limited in most/all areas of learning and development which may be due to a specific learning difficulty • Phonic learning may be very slow to develop/ speed of processing may seem slow/ verbal information may often not be remembered • Difficulties with concept development and logical thought • Below the average range for attainment with SS 71- 84 (3rd to 14th percentile) literacy / numeracy skills • Difficulties with pace of curriculum delivery • CYP has made below expected progress • Additional support is required to ensure progress and/or access the curriculum • The CYP may have co-existing difficulties with independence and organisation • Self-esteem may have suffered and behaviour problems linked to frustration may have resulted 	<p>Band 1 plus:</p> <ul style="list-style-type: none"> • The school complies with national guidance and local criteria which pupils require additional and different provision • Underachievement is identified from data and discussed in detail at pupil progress meetings • Standardised and informal testing (e.g. phonological awareness, phonic knowledge, word reading and spelling) is undertaken to identify strengths and weaknesses • Consultation between teacher and SENCo considers in more detail the nature of any difficulties • Teacher/SENCO consultation explores ways to overcome the barriers to learning identified • There is an Assess/Plan/Do/ Review cycle in place for each pupil and progress is routinely evaluated • Weekly planning ensures that CYP gets a balance of individual / group and whole class learning experiences • Parents are involved regularly and know how to support targets at home • Pupils are involved in setting and monitoring their targets and classroom adjustments 	<p>Band 1 plus:</p> <ul style="list-style-type: none"> • Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources • Simplified level/pace/amount of teacher talk • Pre-tutoring used effectively • Activities and time built into lesson planning to give opportunities for pupils to work on own targets • Alternative forms of recording routinely offered and used e.g. PPTs, oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into category etc. • self-awareness and self-advocacy are promoted by staff • Enhanced opportunities to use technological aids • Use of reminders, timers, resources and rewards to develop independence • Flexible seating arrangements enable the CYP to interact and learn with a range of peers • Bespoke table-top prompts, e.g. cue cards, phonemes/graphemes 	<p>Band 1 plus:</p> <ul style="list-style-type: none"> • TAs are used flexibly so that the teacher can focus on individuals and groups • Time limited 'research based' structured literacy and numeracy interventions are matched to pupil need and delivered by suitably trained staff • Some use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties • Progress in interventions is recorded and shared with teachers so that learning is transferred and focussed teaching can be planned to address any difficulties • Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation • Regular monitoring and evaluation of programmes to measure outcomes. Some withdrawal for short periods with learning planned by the class/subject teacher and/or additional teacher and reinforced within the classroom.

Group 3: SEND Support (external professionals involved)

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

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<ul style="list-style-type: none"> • The CYP is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers • Progress is at a very slow rate • Significant and persistent difficulties in the acquisition / use of language / literacy / numeracy skills • Moderate difficulties with concept development and logical thought which limits access to the curriculum. • Below the average range for attainment with SS 71-84(3rd to 14th percentile) literacy / numeracy skills • There may be co-existence of secondary needs. • The CYP may have difficulties with independence and organisation • Anxiety may be present and observable in the learning situation 	<p>Bands 1 and 2 plus:</p> <ul style="list-style-type: none"> • Specialist assessments, e.g. Specialist Assessor, Educational Psychologist • The SENCo undertakes more specialist assessment using tools relevant to area of difficulty e.g. reading assessments; receptive language; spelling; mathematical concepts. • Parent and pupil views are actively sought and acted upon • Results are discussed with parents and those involved with the CYP and used to inform personalised planning and target setting. • There is a commitment to developing independence. • SEND Support plan is created with progress against targets routinely reviewed with the CYP and with parents/carers – reviews are recorded. • Recommendations from specialist agencies are included in an assess-plan-do-review process • Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life 	<p>Bands 1 and 2 plus:</p> <ul style="list-style-type: none"> • The CYP has identified needs which require additional specific provision and/or advice which might include a detailed time limited programme, intervention, personalised timetable and/or resources. • Mainstream class with regular targeted small group support • Advice from external agencies is implemented in the classroom • Ongoing opportunities for 1:1 support focused on specific personalised targets with reinforcement in whole class activities to aid transfer of skills • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Pre-tutoring is used to enable the pupil to engage with learning in the classroom. • Learning style determines teaching methods • CYP is taught to use technology to support learning and task completion 	<p>Bands 1 and 2 plus:</p> <ul style="list-style-type: none"> • Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual pupil level • Some adaptation to programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage. • Routine opportunities for over learning and practice of basic skills on a daily basis. • Emphasis on automaticity, skill mastery, and generalisation of skills • Tasks may need to be broken down into small steps, prompting and reminders may need to be given to support staying on task • Interventions from external agencies are implemented

Group 4: Children or Young people with an EHCP

A child or young person who has been assessed for and issued an EHCP and has appropriate strategies in place recommended by an external agency which cannot be met by the school without access to additional funding.

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<ul style="list-style-type: none"> • The CYP will experience profound, complex life-long learning difficulties, and may require enhanced or specialised provision, with personalised programmes of support delivered by staff with a high level of expertise. • Very low range for attainment with SS below 67 (equivalent to first percentile or below). • Standardised test repeated after 6 months and again after 12 months demonstrates widening age gap in at least three areas from: reading rate; reading accuracy and comprehension; spelling; writing speed, number. • May have significant difficulties with organisational skills and independent learning • These learning difficulties 	<p>Bands 1-3 plus:</p> <p>Multi-agency assessments will need to be undertaken in a cohesive and non-intrusive manner, being sensitive to the communication preferences of the CYP</p> <ul style="list-style-type: none"> • Specialist assessments by Educational Psychologist (EP) and / or Specialist Teacher inform planning • A detailed SEN Support Plan, focusing on the acquisition of basic literacy / numeracy skills, provides opportunities for over learning • Long term involvement of educational and non-educational professionals as part of assess-plan-do-review process • Assessments, lead to a detailed pupil profile being developed • Specialised assessments relevant to characteristics of medical condition, physical difficulties and/or sensory needs • Risk assessments identify dangers and needs for additional support • Long term ongoing involvement of educational and non-educational professionals as part of EHC plan may be needed 	<p>Bands 1-3 plus:</p> <p>The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks</p> <ul style="list-style-type: none"> • Support available when pupil working on modified curriculum tasks; • provides regular opportunities for small group work and daily one-to-one • promote independence • create opportunities for peer-to-peer interaction • Main provision by class/subject teacher with support and advice from education and non-education professional as appropriate • Appropriate modification of the delivery of the curriculum in consultation with educational and non-educational professionals • Technology well used to address needs • Life skills and day to day living skills need to be integrated into the curriculum. • Curriculum delivery needs to be 	<p>Bands 1-3 plus:</p> <p>Substantial adaptations may be required in at least the core subject to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage</p> <ul style="list-style-type: none"> • Tasks and presentation personalised to pupil's needs • Significant emphasis on consolidation before introducing new skills • Small steps targets within group programmes and/or 1:1 • Overlearning opportunities to aid memory retention and self-reliance • Specific, measurable interventions aimed at improving functional literacy and numeracy skills • Intervention should be: <ul style="list-style-type: none"> ○ structured ○ cumulative – with overlearning ○ multisensory ○ motivational ○ relevant ○ transferable <p>May require additional staff support to access learning in a specialist</p>

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<p>may co-exist with a medical condition and/or physical or sensory difficulties</p> <ul style="list-style-type: none"> • There may be associated behaviour difficulties including attention difficulties and/or self-esteem issues • CYP may be vulnerable 		highly personalised.	setting / enhanced mainstream

Standardised Tests for measuring Cognition & Learning needs:

This is not an exhaustive list; other tests may be admissible.

Cognitive Abilities Test (CAT)

Covers verbal, non-verbal, quantitative, and spatial cognitive ability

Comprehensive Test of Phonological Processing 2 (CTOPP 2):

Covers phonological awareness, phonological memory, rapid symbolic naming (processing speed)

Wide Range Intelligence Test (WRIT):

Covers verbal analogies, expressive vocabulary, visual reasoning, spatial reasoning

British Picture Vocabulary Scale 3rd Edition (BPVS)

Covers receptive language at single word level

Detailed Assessment of Speed of Handwriting

Covers writing speed

Diagnostic Reading Analysis 2nd Edition (DRA)

Covers reading accuracy, reading comprehension, fluency/speed, processing speed

Vernon Graded Spelling test 3rd Edition

Covers single word spelling

NFER Single Word Reading Test – GL Assessment

Request a free dyslexia consultation from a Dyslexia Specialist Teacher and Assessor through Autism Learning Support Team (ALST) – to access advice and supporting documents with regard to dyslexia www.leicestershiretradedservices.org.uk