



# Cognition and Learning

## Possible indicators

Significantly behind peers  
 Requires constant overlearning  
 Failing to make progress despite intervention  
 Difficulty retaining information

\*EHC Plan.

\*Allocated TA support - additional to that of the class

Individualised

\*SEND Plan \*1 page profile \*Provision Map

\*Educational Psychology referral

\*Plus 1 \*Power of 2 \*Nessy \*Phonics Catch-up \*Toe by Toe  
 \*SNIP spelling \*Motor Skills United

Targeted

\*Adaptive Teaching. \*Concrete resources/multisensory approach. \*Additional time. \*Repeated learning. \*Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. \*Formative assessment used to adjust content \*Dyslexia friendly teaching - Active Primary on non-white backgrounds, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white visual worksheets/resources.\*Verbal praise. Feedback recognises progress and effort, not just achievement

\*Adaptive teaching. \*Teaching and learning steps from the 'Known'. \*Independent activities.

\*Pre-teach key vocabulary. \*Collaborative learning, Paired writing, talk partners, random pairing activities, small group.

\*Duration of activities is appropriate. \*Calm learning environment. \*Name and eye contact used for young person. \*Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. \*Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. \*Pupil communication valued and responded to.

\*Adults say what they mean (avoid sarcasm, abstract vocabulary etc) \*Structured, consistent routines. \*Positive relationships evident. \*Restorative Approaches for behaviour/tactical ignoring/Non-verbal signals/Asking about relevant rule / Catching the young person being good / Praising. \*Adults say the behaviour they want.

\*Opportunities to meet sensory need (Fiddle toys/ear defenders). \*Agreed time out system. \*Adults recognise how tiring some conditions can be when facing the whole school day.\*Awareness of the needs of the individual. \*Nessy \*Nurture Group \*Social Skills Group\*Laptop/i-pad \*Red Dot Reader

Universal