

Sefton – Graduated Approach

A Provision Grid for **Cognition and Learning**

SEN Code of Practice:

“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 and young people 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 and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment” (Code of Practice, 6.30, 6.31).

Whole School Systems	
<ul style="list-style-type: none"> • Quality First Teaching meets the need of all CYP. • SENCO as strategic lead with time to implement the Code of Practice. • Inclusive ethos that supports learning and wellbeing of all CYP - focus on pupil strengths, ensure all pupils feel liked and valued. Consider whole school policies and practices including reasonable adjustments from a SEND perspective, accommodation and individual needs. • Child centred approach e.g., consistent language, approaches/strategies, reintegration planning. • Referral to team around the school • Positive relationships with staff and students within school. • Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed. • High expectations and positive growth mindset. • Mixed ability or flexible groupings. • Early identification of need. • EEF ‘Five a day principles’. • Transitions carefully planned for and managed. 	<ul style="list-style-type: none"> • Curriculum leads to co-ordinate whole school policies and curriculum. • Reference made to EEF best practice guidance for EY/KS1 and KS2/3. • Programme of CPD to ensure that staff are trained in quality first and adaptive teaching approaches. • Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed. • Whole school provision maps plan for evidence based small group and one-to-one interventions. • Information is shared effectively across school to ensure support is consistent. • Staff are familiar with the Nasen teacher handbook • Refer to other relevant provision maps to address the needs of the whole child.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
Universal Classroom Offer	<ul style="list-style-type: none"> Refer to Sefton Inclusion Toolkit for guidance for assessment. Review progress over time using pupil attainment data. Review attendance data as a possible barrier to learning. Consider underachievement or SEN? Analyses scores from standardised tests – is it a specific difficulty or generalised? What are the gaps in learning? Discuss strengths / difficulties with the pupil, parents / carers and teaching staff. Observe the pupil in class – consider access to resources, groupings, seating position. <p>Difficulties could present as:</p> <ul style="list-style-type: none"> Inattentive Off-task Internalised response – emotional, frustrated, embarrassed, low self-worth, sad / depressed. Externalised response – refusal, avoidance, defiance. Low attendance Low resilience Organisational difficulties Misconceptions when learning Taking longer to understand new concepts Mild sensory needs Difficulties with fine motor skills 	<p>High quality teaching:</p> <ul style="list-style-type: none"> Awareness of common misconceptions Provide clear instructions Use questioning to promote connected, flexible thinking Link new learning to existing knowledge Use worked examples and models Review past learning and plan for overlearning Provide clear task specific feedback Sequence new learning using small steps Explicitly teach metacognition Teach new vocabulary Use of visuals Use of bullet points to organise / reduce longer texts <p>Environment:</p> <ul style="list-style-type: none"> Create opportunities for group work / flexible grouping Consider: seating position, personal space, classroom layout, displays, location of resources and IT Visuals / signposting within the classroom is clear <p>Adaptations:</p> <ul style="list-style-type: none"> Provide varied explanations, representation, examples for one concept Plan for concrete, pictorial and abstract learning opportunities Use of technology 	<p>Teaching pedagogy:</p> <ul style="list-style-type: none"> Rosenshine's Principles of Instruction <p>Staff Resources:</p> <ul style="list-style-type: none"> Supporting Working Memory Understanding Slow Processing Speed Supporting Transition Learning through play guidance Managing sensory needs Understanding learning differences Quick Guide: Working Memory <p>Pupil Resources:</p> <ul style="list-style-type: none"> Individual workstation Hover support Mark writing for content Allow additional time to complete tasks Consider recording options and demand Small group pre-teaching vocabulary or skill Small group post-teaching to embed class teaching Use of digital technology 	<p>Quantitative and qualitative data to evidence progress against agreed prior targets/outcomes.</p> <p>Quantitative - attainment & progress data.</p> <p>Qualitative - Using observation, staff/pupil/parent views and pre and post data (e.g., questionnaire, scaling) evidence improvement in, for example:</p> <ul style="list-style-type: none"> Participation & engagement in learning. Retention of key concepts and skills. Independence. Applying and generalising new skills to unfamiliar contexts. Recording information in a variety of ways. Confidence and self-esteem. Clear approach/strategies of what to do when unsure Positive response from pupil and parent/carer voice.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
	<p>Formative and summative assessment identify: Increasing and persistent difficulties or gaps in attainment and progress.</p> <p>Targets/outcomes to be developed based on recommended assessment and monitoring tools/toolkits, such as:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Miscue Analysis • Salford Reading and Comprehension Test <p>Spelling:</p> <ul style="list-style-type: none"> • GL New Group Spelling Test <p>Maths:</p> <ul style="list-style-type: none"> • Dyscalculia Checklist • Working Memory Rating Scale <p>General learning difficulties may present as:</p> <ul style="list-style-type: none"> • Working just below age-related expectations • Some difficulties with the acquisition of language / literacy / numeracy despite regular attendance, quality teaching and appropriate intervention • Difficulty with the pace of the curriculum delivery • Some problems with acquiring new concepts • Work avoidance e.g. out of seat, sharpening pencils, talking, toilet trips • Low –level disruption. • Bravado/over confident “it’s easy” • Low self-esteem (aware of learning differences) • Spoiling of own work • Challenging behaviour • Poor working memory • Difficulties with organisation 	<p>Refer to EEF Teaching & Learning Toolkit</p> <p>Additional and Different support:</p> <ul style="list-style-type: none"> • Personalised individual support plan • High quality inclusive teaching plus additional time - limited interventions, designed to increase rates of progress. • Structured interventions with reliable evidence of effectiveness. See EEF Guidance • Recognise and remove barriers to learning • Small group tuition • Pre and post teach • Promote a growth mindset • Precision teaching • Modify language to reduce processing demand • Use of ‘Thinking Skills’ approach, sorting/ matching/visual sequencing/classifying and categorising • Opportunities for the pupil to feel successful 	<p>Evidenced Based Group interventions such as:</p> <ul style="list-style-type: none"> • Reading schemes • Spelling schemes • Writing schemes • Talkboost • Numicon • 1st class @ number • Reciprocal reading • Freshstart • Lexi Reading • Reading plus <p>Referrals:</p> <ul style="list-style-type: none"> • Sefton Educational Psychology Service <p>Parental support:</p> <ul style="list-style-type: none"> • Supporting parents and carers of children with learning difficulties <p>School support:</p> <ul style="list-style-type: none"> • Team Around the School (TAS) <p>CPD:</p> <ul style="list-style-type: none"> • British Dyslexia Association webinars – Teaching for Neurodiversity • Steve Butnik – Slow processing speed <p>Resources:</p> <ul style="list-style-type: none"> • Use or overlays • Word mats • Writing scaffolds • Task planners / graphic organisers • Sound buttons/ talk tins • Colourful semantics • Memory games 	<p>Refer to Universal review progress indicators, in addition to:</p> <ul style="list-style-type: none"> • Frequent cumulative review. • Review progress against intervention outcomes. • Able to apply and generalise skills to other contexts. • Improved self-esteem and attitude to learning.

	<ul style="list-style-type: none"> Poor independence / reliant on adult support 		<ul style="list-style-type: none"> Speak to text software Read aloud software Manipulatives Touch type software 	
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Specialist / Individual	<p>Formative and summative assessment identify:</p> <ul style="list-style-type: none"> Significant difficulty in retaining learning or significant difficulty in applying learning Working significantly below ARE <p>Specific learning difficulties may present as:</p> <ul style="list-style-type: none"> Inconsistency (day to day) Mild but persistent difficulties in aspects of literacy , numeracy or motor coordination (despite intervention) Attention and concentration difficulties Slow pace of work Sequencing difficulties Unable to follow instructions Unusual profile of strengths and weakness Poor self-esteem / poor motivation Challenging / unusual behaviours e.g. tired/ acting out / bored <p>Assessment:</p> <p>Engagement Model Pre-key stage 2 standards</p>	<p>Specialist support:</p> <ul style="list-style-type: none"> Personalised individual timetable High quality inclusive teaching plus personalised interventions to maximise progress Structured 1:1 or very small group interventions (experienced staff 2:6) with reliable evidence of effectiveness Incorporate pupil interests to improve motivation and engagement Emphasis on developing English, maths and PSHE skills Access to alternative methods of recording Exam access arrangements <p>Environment:</p> <ul style="list-style-type: none"> Access to a quiet learning space Movement breaks Minimal distractions Support with organisational skills 	<p>Pupil Resources / Intervention:</p> <ul style="list-style-type: none"> Access to assistive technology e.g. Clicker 6, TextHelp Read/Write, Penfriend and audio recording devices Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising Use real objects wherever possible Mastery approach to learning <p>Refer for specialist support:</p> <p>Sefton specialist teaching service Sefton complex needs team Sefton S&L referral Sefton OT referral</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> Signs of dyslexia Signs of dyscalculia Signs of dyspraxia <p>Refer for specialist assessment:</p> <ul style="list-style-type: none"> Education, Health and Care Plans – good practice <p>Children at risk:</p> <ul style="list-style-type: none"> Sefton Safeguarding Children Partnership Sefton Level of Need Guidance Sefton Children's Health and Advice Team (CHAT) First Day Response 	<p>Refer to Universal and targeted review progress indicators, in addition to:</p> <ul style="list-style-type: none"> Review progress against personalised outcomes.

			<ul style="list-style-type: none">• Sefton admissions and transfers• Sefton Virtual School for LAC or previously cared for children	
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