

Cognition and Learning



Possible Cognition and Learning Barriers:

- Working below National Expectation
- Requires overlearning
- Limited progress despite consistent intervention
- Difficulty retaining information
- Dyslexic tendencies

- 1-1 Inclusion observation/ Assessment
- 1-1 adult support
- Educational Psychology referral
- EHC Needs Assessment

Individualised

Pre Key Stage Standards assessment to create individual provision

- Maths/Reading Intervention
- Inclusion advice
- SEND Support Plan – SMART targets

Targeted

- Adapted teaching
- Pupils name and eye contact established before giving instruction
- Concrete resources/multisensory approach
- Additional processing 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
- Key vocab displayed/available
- Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources
- Visual cues/prompts
- Resources available to make notes during teaching
- Visual timetable
- Feedback recognises progress and effort, not just achievement
- Independent activities
- Pre-teach key vocabulary
- Collaborative learning, Paired writing, talk partners, random pairing activities, small group
- Duration of activities is apt
- Calm learning environment
- Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference
- Structured, consistent routines
- Alternatives to copying from the w/b
- Positive marking
- Access to practical resources
- Agreed time out system
- Adults recognise how tiring some conditions can be when facing the whole school day
- Awareness of needs – Knowing the child
- Working memory strategies
- Planned opportunity for pre teaching
- Nurture group – build resilience/Growth Mindset

Universal