

# Cognition and Learning

## Possible indicators

- Significantly behind peers
- Requires constant overlearning
- Failing to make progress despite intervention
- Difficulty retaining information
- Working memory
- Organisation and task planning
- Speech and language
- Literacy / numeracy
- Executive Function

EHCP  
Laptop or Chromebook.  
1-1 TA Support

Individualised

Numeracy/literacy Intervention  
Toe by toe reading, National Literacy Trust – reading for boys, TRUGS, Power of 2, Homework club, After school revision KS4, Prefect mentoring, CATs testing, LUCID Exact testing, Dyscalculia screening, WRATS tests, recommended touch typing apps, assigned daily Chromebook access, reading pens,

With God all things are possible



Matthew 19:26

Targeted

Concrete resources / multisensory approach. Additional time. Repeated learning / interleaving  
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 – PowerPoints on non-white background, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources.  
Verbal praise. Feedback recognises progress and effort, not just achievement Independent activities.  
Differentiated objectives. Pre-teach key vocabulary (keywords and definitions provided). Duration of activities is apt.  
Collaborative learning, Paired writing, talk partners, random pairing activities, small group Clear/simple instructions,  
Calm learning environment. YPs name and eye contact used. Processing time given & key words emphasised.  
repeated, simplified, gestures, pictures, objects of reference. Language is at appropriate developmental level.  
Language provides simple commentary, gestures, signs and images support understanding. Structured, consistent routines.  
Pupil communication valued and responded to. Adults say what they mean (avoid sarcasm, abstract vocabulary etc.) 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). Agreed time out system. Access to whiteboard / post it's / note pads for supporting working memory. Communication with parents and carers. Word mats and number lines / squares provided  
Adults recognise how tiring some conditions can be when facing the whole school day. Awareness of one-page profile info – Knowing the child

APDR

SEND Concern form

Level 7 Assessor

SALT referral

Universal