**Cognition and Learning:** Definition, Presenting Needs & Recommended Interventions

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| **Cognition and Learning** | **Specific Learning Difficulties (SpLD)** | **Definition:**  *CYP with SpLD have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. These difficulties persist despite targeted evidence-based interventions CYP may have been identified as having dyslexia, dyspraxia (Developmental Coordination Disorder), dysgraphia or dyscalculia. Formal diagnosis is not required and some CYP with SpLD may be able access a full curriculum with reasonable adjustments and would not be placed on the SEN register.* | | | |
| **Possible evidence that supports identified need**   1. Cognitive assessment by a Specialist Teacher or EP shows weaknesses/atypical learning strategies or abilities which are affecting CYP’s ability to learn and/or retain skills & information in a particular area 2. Assessment as part of the APDR cycle indicates over time that the CYP is making limited progress despite high quality teaching and appropriate individual provision targeting their specific area of difficulty 3. Further assessment has ruled out an underlying attention and/or memory difficulty caused by a speech, language and communication need (SLCN) or a social, emotional and mental health need (SEMH) 4. Several APDR cycles show that the CYP requires ongoing, evidence-based targeted intervention to support acquisition of skills in areas of difficulty (e.g. if dyslexia, targeted intervention will likely focus on Literacy) 5. Attainment data is likely to show attainment is significantly below expected levels in specific areas 6. Ongoing involvement of parents/carers and the CYP in the APDR cycle   NB: It is unlikely that a child will be identified as having SpLD before entering KS1. | | | |
| **Moderate Learning Difficulties (MLD)** | **Definition:**  *A CYP with Moderate Learning Difficulties (MLD) will have ongoing difficulties in the acquisition of knowledge and skills across all areas of the curriculum including a speech and language delay, despite additional support and evidence-based interventions.*  *Academic attainment will be significantly below that of their peers and the gap will remain.*  *CYP with MLD may also present with associated difficulties in the following areas:*   * *Limited understanding in social situations* * *Low self-esteem* * *Motivational engagement* | | | |
| **Possible evidence that supports identified need**   1. Cognitive assessment by a Specialist Teacher or EP shows CYP cognitive profile would include very low percentiles – generally no higher than the second percentile – across all areas and therefore would not be ‘spikey’ 2. The CYP will likely present with processing and retention difficulties over time and further assessment has ruled out an underlying attention and/or memory difficulty caused by a speech, language and communication need (SLCN) or a social, emotional and mental health need (SEMH) 3. Assessment as part of the APDR cycle indicates over time that the CYP is making limited progress despite high quality teaching and appropriate individual provision 4. Several APDR cycles show that the CYP requires ongoing, evidence-based targeted intervention to support acquisition of basic literacy and numeracy skills and in understanding concepts 5. Ongoing involvement of parents/carers and the CYP in the APDR cycle | | | |
| **Severe Learning Difficulties (SLD)** | **Definition:**  *CYP with SLD have significant intellectual or cognitive impairments. They will often have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. CYP with SLD will need highly differentiated support in all areas of the curriculum.* | | | |
| **Possible evidence that supports identified need**   1. A CYP with SLD will need specialised educational provisions 2. CYP will likely have had their needs identified BEFORE reaching statutory school age and will have evidence to support this 3. Professionals are likely to have been involved from an early age and the CYP is already in receipt of specialist support which will continue for their school career 4. The CYP is likely to have a learning disability which would mean additional support from health colleagues to improve long term health outcomes 5. The CYP would have a significant gap between their chronological age and their developmental age, this significant gap will remain or widen despite specialised provision 6. Several APDR cycles show that highly personalised and specialist support is required to meet the needs of the CYP 7. Ongoing involvement of parents/carers and the CYP in the APDR cycle | | | |
| **Profound and Multiple Learning Difficulties (PMLD)** | **Definition:**  *CYP with profound and multiple learning difficulties have complex learning needs. In addition to severe learning difficulties, CYP have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. CYP will require a high level of adult support, both for their learning needs and for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps.* | | | |
| **Possible evidence that supports identified need**  A CYP with PMLD will need highly specialised educational and health provision   1. CYP will likely have had their needs identified BEFORE reaching statutory school age and will have evidence to support this 2. Medical and other professionals are likely to have been involved from an early age and the CYP is already in receipt of specialist support which will continue for their school career 3. CYP is likely to have a medical diagnosis or ongoing investigation 4. Several APDR cycles show that highly personalised and specialist support is required to meet the needs of the CYP 5. Ongoing involvement of parents/carers and the CYP in the APDR cycle | | | |
| **Approaches to assessing and unpicking needs**   * Observations and AfL * Verbal and non-verbal reasoning test * Standardised reading and spelling assessments * Reading Age * Spelling Age * Physical development * Draw a Man (Goodenough) * Visual perception tests (overlays) * WELLCOM * Curriculum based assessment * Precision Teaching assessment * Salford Reading Test * Salford Sentence Reading Test * Salford Graded word spelling test * Salford Basic Number Screening Test * Turner & Risdale digit number test * GL Single word spelling test * SLS reading, phonics and spelling test * Criterion referenced checklists | | | | Useful Links:  [British Dyslexia Association (bdadyslexia.org.uk)](https://www.bdadyslexia.org.uk/)  [The Dyslexia-SpLD Trust - Home](http://www.thedyslexia-spldtrust.org.uk/)  [British Institute of Learning Disabilities (BILD) (councilfordisabledchildren.org.uk)](https://councilfordisabledchildren.org.uk/work-us/membership/meet-our-members/british-institute-learning-disabilities-bild) | |
| **Cognition & Learning Presenting Needs**  **A child or young person with cognition and learning difficulties may present with some of the following behaviours/difficulties (not exhaustive):** | | | | | |
| • Low levels of attainment  • Phonological and short-term memory difficulties  • Difficulty acquiring new skills (particularly in literacy and numeracy)  • Difficulty in dealing with abstract ideas  • Some speech and language difficulties e.g. generalising information, understanding abstract language  • Some difficulties with fine or gross motor skills  • Some signs of frustration and/or aggressive behaviours  • Difficulties involving specific skills such as sequencing, ordering, word finding  • Difficulty forming concepts particularly when information is more abstract  • Limited skills in verbal exchanges  • Avoidance strategies  • Low self-confidence/esteem | | | | | |
| **Provision:** | | | | | |
| **Universal (High Quality Teaching)**   * High expectations of children and appropriate challenge for all * Clear learning objectives and differentiated outcomes, clear instructions * Clear feedback and next steps in their learning – children involved in the process and given time to respond * Behaviour for Learning at the heart of lessons/school ethos * Learning walls to support key learning points * Time to talk things through with a Talk Partner before feeding back to class * Access to ICT to help reduce barriers to learning * Writing frames or alternatives to written recording when writing is not the primary objective * Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals * Structured school and class routines * Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc * Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, ‘Assessment for Learning’ principles in place * Personalised and differentiated teaching, including questioning * Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions * Pre-teach vocabulary and key concepts * Collaborative working opportunities * Key vocabulary displayed/available * Time given for processing * Consistent use of terms * Repetition and reinforcement of skills including worked examples and modelling * Differentiated curriculum planning, activities, delivery and outcome * Visual timetables * Illustrated dictionaries * Use of writing frames * Individual whiteboards for drafting * Use of symbols | | | **Evidence Based Targeted Interventions/Support**   * Circle of Friends * ENABLE * ENABLE+ * Task slicing * LEXIA * Echo reading * Paired reading * Reading recovery * Numeracy Shine – Rising Stars * Third space reading * Working memory in the classroom * Accelerated reader * See and Learn * MeeMo * Rising Stars * Motivational Interviewing * Sensory diet/snacks * Social Use of Language Program (SULP) * Mentoring * RWI * Toe by Toe * Precision Teaching * Write Away Together * Rapid Reader * Rapid Writer * Rapid Maths * Alpha to Omega * Turnabout * Pre-teaching and post-teaching * Objects of reference * Direct Instruction | | **Specialist/ Personalised**   * Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics * Use of specialist programmes to make resources e.g. Communicate in Print * Specialist support and interventions e.g. Educational Psychologists (EPs), Specialist Teachers, Outreach team * Working memory resources/training e.g. Memory Magic |
| **Expected Outcomes**   * Increased access to the curriculum * Increased retention of key instructions and information * Improved access to learning * Improved engagement and desire to learn/motivation * Increase range of secure concepts * Able to apply strategies of what to do when unsure or unclear about learning * Able to predict/recount content of lesson * Ability to work independently | | | | * Able to record information in a variety of ways * Increase in confidence and self esteem * Reduction in anxiety * Decrease in number of frustrated and/or aggressive behaviours * Improved listening and attention * Increased self -confidence and self -esteem * Improved social inclusion Positive response from pupil voice * Improved attainment | |