



City of
Stoke-on-Trent

Stoke-on-Trent City Council

The Cognition and Learning needs Guidance.

Cognition and Learning Difficulties Guidance

Range	Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
1	<p>Below expected rate of attainment; 2 years behind national expectations.</p> <p>Difficulty with the acquisition/ use of language, literacy, numeracy skill.</p> <p>Difficulty with the pace of curriculum delivery.</p> <p>Some problems with concept development.</p> <p>Take note of descriptors for other SEN needs, this may not be the primary need.</p>	<p>Part of normal school and class assessments.</p> <p>Normal curriculum plans include QFT strategies.</p> <p>Parents and children involved in monitoring and supporting their targets.</p>	<p>Mainstream class with flexible grouping arrangements.</p> <p>Opportunities for small group work based on identified need e.g. listening/ thinking.</p>	<p>Main provision by class/ subject teacher with advice from SENCO.</p> <p>Additional adults routinely used to support flexible groupings and differentiation .</p> <p>Mainstream class with enhanced differentiation, regular targeted small group support.</p> <p>Time limited programmes of small group work based on identified need.</p> <p>Opportunities for skill reinforcement/ revision/ transfer and generalisation.</p> <p>Formal teaching of vocabulary and concepts.</p>	<p>Quality first teaching.</p> <p>Differentiation by presentation, activity and/ or outcome.</p> <p>Simplify level/ pace/ amount of teacher talk.</p> <p>Emphasis on identifying and teaching gaps highlighted by baseline assessment.</p> <p>Opportunities for skill reinforcement/ revision/ transfer and generalisation.</p> <p>Opportunities for 1:1 support focused on specific targets, with outcomes based on identified need.</p> <p>Formal teaching of vocabulary and concepts.</p>	<p>Full inclusion within the curriculum through use of differentiation and group support.</p> <p>Activities planned through QFT with emphasis on concrete, experiential and visual supports.</p> <p>Multi sensory learning opportunities.</p> <p>Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g. Thinking Skills and problem solving.</p> <p>Links established between new and prior learning with support from review and over learning techniques.</p>

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2	<p>Persistent difficulties of a mild nature in the acquisition/ use of language/ literacy/ numeracy skills.</p> <p>Attainment is more than 2 years behind the national expectations despite targeted differentiation.</p> <p>Processing difficulties limit independence and may need adult support in some areas.</p> <p>Take note of descriptors for other SEN needs, may not be primary need.</p>	<p>SENCO involved in more specific assessments and observations e.g. Specific screening tools.</p> <p>Curriculum plan reflects levels of achievement; progress is tracked via school tracking.</p> <p>There is evidence of systematic monitoring and recording of progress in terms of the effectiveness of interventions.</p> <p>SENCO induction training.</p>	<p>Mainstream class with enhanced differentiation, regular targeted small group support.</p> <p>Time limited programmes of small group work based on identified need.</p> <p>Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.</p> <p>Advice is reflected in C/YP's targets.</p>	<p>Parents are fully informed of school provision for child and involved in decisions about interventions to meet child's needs.</p> <p>Main provision by class/ subject teacher.</p> <p>Additional adult, under direction of the teacher, provides sustained targeted support on an individual / group basis.</p> <p>May include withdrawal on a time limited basis, entry and exit criteria clearly stated.</p>	<p>Quality first teaching.</p> <p>Programme includes differentiated and modified tasks within an inclusive curriculum.</p> <p>Modify level/pace/amount of teacher talk to pupil's identified need.</p> <p>Programmes to consist of small achievable steps.</p> <p>Pre teach concepts and vocabulary.</p> <p>Multi sensory learning opportunities.</p> <p>Emphasis on using, applying and generalisation of skills.</p> <p>Individual targets within group programmes and/or 1:1 carefully monitored and reviewed.</p>	<p>Adults use the developmental level of language appropriate to the child in questioning and explanation.</p> <p>Simple thinking skills activities Intensive use of 'Thinking Skills' approach, sorting/ matching/ visual sequencing/ Classifying and categorising</p> <p>Use real objects wherever possible.</p> <p>Individual reading and maths support.</p> <p>Alphabet arc activities.</p> <p>Precision teaching.</p> <p>Co-ordination programme.</p> <p>Busy box.</p> <p>5 minute box literacy/ numeracy.</p> <p>Visual timetables, timeline.</p> <p>QFT is supplemented by appropriate small group work with close mentoring in place.</p> <p>Individualised programmes are incorporated into provision.</p> <p>The child experiences success through carefully planned interventions and expectations.</p>

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3	<p>Moderate difficulties in the acquisition/ use of language/ literacy/ numeracy skills.</p> <p>Attainment is more than 3 years behind expected level despite differentiated learning opportunities and concentrated support with wave 1/2/3 interventions.</p> <p>Moderate difficulties with independent working and needs the support of an adult and a modified curriculum.</p> <p>Cognitive assessment by a specialist teacher or educational psychologist likely to be significantly below average range of cognitive ability (SS<72 at the 3rd percentile of below). Moderate LD</p> <p>A diagnosis may be in place e.g. Down Syndrome/ Williams Syndrome/ Prader-Willi Syndrome.</p>	<p>SENCO should take advice from assessment by EP and the involvement of education and non-education professionals as appropriate.</p> <p>Reviews should take notes of evidence based need to move towards an EHC plan.</p> <p>Curriculum plan and progress are closely monitored by School Track.</p> <p>Targets are individualised, short term and specific.</p> <p>Continued regular engagement of parents/ carer.</p> <p>Evidence of consistent, structured and monitored provision.</p>	<p>Mainstream class, predominately working on modified curriculum tasks.</p> <p>Frequent opportunities for small, group based work on identified need.</p> <p>Daily opportunities for 1:1 support focused on specific IEP targets.</p> <p>Grouping needs to be flexible and include positive peer models with input from class teacher as well as additional adults.</p>	<p>Main provision by class/ subject teacher with support from SENCO and advice from specialist teacher and non-educational professionals as appropriate.</p> <p>A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target.</p> <p>Additional adult, under the direction of the teacher, provides sustained targeted support on an individual/ group basis. Clear monitoring of effectiveness of interventions.</p> <p>Additional adult to be trained to deliver interventions and support.</p>	<p>Quality first teaching + Tasks and presentation increasingly individualised and modified in an inclusive curriculum.</p> <p>Visual cues to support auditory information at all stages of delivery.</p> <p>Individualised level/pace/amount of teacher talk . Ensure transfer and generalisation of skills has occurred before teaching anything new.</p> <p>Small steps targets within group programmes and/ or 1:1.</p> <p>Alternative ways of recording as appropriate.</p>	<p>Use of ‘Thinking Skills’ approach. Sorting/ matching/ visual sequencing/ classifying and categorising.</p> <p>The child experiences success through carefully planned interventions and expectations.</p> <p>Use of real objects where ever possible.</p> <p>Busy box, 5 minute box literacy/ numeracy, visual timetables, Alphabet Arc, Precision teaching.</p> <p>Individualised programmes are incorporated into provisions.</p> <p>Adults use the developmental level of language appropriate to the child in questioning and explanation.</p> <p>QFT is supplemented by appropriate small group work with close monitoring in place</p>

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4a	<p>Cognitive assessment by a specialist teacher or EP. Likely to be significantly below average range cognitive ability (SS<68 at the 1st percentile or below) Moderate LD.</p> <p>Significant difficulties with independent working and needs the support of an adult and a personalised curriculum.</p> <p>Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence.</p> <p>An EHCP is in place.</p>	<p>SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate.</p> <p>Curriculum plans and progress are closely monitored by a tracking system.</p> <p>Targets are individualised, short term and specific use B to set targets. Continued regular engagement of parents/ carers.</p>	<p>Mainstream class, predominantly working on modified curriculum tasks.</p> <p>Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific targets.</p>	<p>Main provision by class/ subject teacher with support from SENCO and advice from specialist teacher or non-education professionals as appropriate.</p> <p>A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target.</p> <p>Additional adult, under the direction of the teacher, provides sustained targeted support on an individual/ group basis.</p> <p>Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support.</p>	<p>Quality teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum.</p> <p>Visual cues to support auditory information at all stages of delivery.</p> <p>Individualised level/ pace/ amount of teacher talk. Ensure safe transfer and generalisation of skills has occurred before teaching anything new.</p> <p>Small steps targets within group programmes and/ or 1:1.</p> <p>Tasks and presentation are personalised to the child's needs and monitored regularly to ensure it remains appropriate.</p> <p>Emphasis on literacy, numeracy OSHCE and ICT.</p>	<p>Modified classroom curriculum.</p> <p>Pupil still included in activities wherever appropriate.</p> <p>Use real objects for thinking skill activities.</p> <p>Explore the context for the objects.</p> <p>Appropriate thinking skills strategies.</p> <p>Visual cues.</p> <p>Simplified language level with instructions chunked.</p> <p>Numicon</p> <p>Daily individualised progress for literacy/ numeracy.</p>

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<p>4b</p>	<p>Learning disabled, significant cognitive need restricted access to the curriculum.</p> <p>Persistent difficulties in the acquisition/ use of language/ literacy/ numeracy skills, with the curriculum and out of school activities.</p> <p>Significant level of cognitive impairment that is a lifelong disability and significantly impacts on development and independence and requires specialist training.</p>	<p>SENCO takes advice from assessment by EP and the involvement of education and non-education professionals as appropriate.</p> <p>Curriculum plans and progress are closely monitored.</p> <p>Targets are individualised, short term and specific.</p> <p>Continued regular involvement with parents/ carers.</p>	<p>Mainstream class, predominately working on modified curriculum tasks.</p> <p>Frequent opportunities for small group work based on identified need.</p> <p>Daily opportunities for 1:1 support focused on specific targets.</p>	<p>Main provision by class/ subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate.</p> <p>A consistent, structured environment may include withdrawal , carefully monitored and planned by class teacher for a specific target.</p> <p>Additional adult, under the direction of the teacher, provides sustained targeted support on an individual/ group basis.</p> <p>Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support.</p>	<p>Modified class curriculum.</p> <p>Quality first +Tasks and presentation increasingly individualised and modified in an inclusive curriculum.</p> <p>Visual cues to support auditory information at all stages of delivery.</p> <p>Individualised level/ pace/ amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.</p> <p>Small steps targets within group programmes and/or 1:1.</p> <p>Tasks ad presentation are personalised to the child’s needs.</p>	<p>Intensive use of ‘Thinking skills’ approach, sorting/ matching/ visual sequencing/ classifying and categorising.</p> <p>The child experiences success through carefully planned interventions and expectations.</p> <p>Use real objects where ever possible. Pupil still included in group activities where ever appropriate.</p> <p>Alphabet arc activities.</p> <p>Precision teaching, Motor co-ordination programme.</p> <p>Busy box.</p> <p>Visual timetables, timelines, cues, task plans.</p> <p>5 minute box literacy/ numeracy, Numicon.</p> <p>QFT is supplemented by appropriate small group work with close monitoring in place.</p> <p>Individualised literacy/ numeracy incorporated into provision.</p> <p>Adults use the developmental level of language appropriate to the child in questioning and explanation.</p>

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5	<p>Profound difficulties with cognitive impairment profoundly restrict access to the curriculum and require specialist provision.</p> <p>Significant and persistent difficulties in the acquisition/ use of language/ literacy/ numeracy skills with the curriculum and out of school activities.</p> <p>Complex and severe language and communication difficulties.</p> <p>Profound LD.</p>	<p>As range 4 and with long term involvement of specialist provision and appropriate non-educational professionals.</p> <p>Previous assessments informs the planning process for appropriate programmes. Individual targets and therapy programmes are carefully monitored.</p> <p>Targets are short term and specific, monitored and reviewed on a short term basis . Parents/carers are naturally Involved.</p>	<p>Extremely modified and individualised work. Small group and 1:1 daily developing basic skills.</p> <p>May need specialist intervention from time to time to model interventions for school to follow.</p>	<p>Staff need to be trained and have experience working with pupils. Access to extra staffing to support pupils in times in times of crisis and stress and to escort pupils on outings and trips.</p> <p>Appropriately trained staff to deal with medical and physical issues as appropriate.</p>	<p>As range 4 plus access to aids personalised to the child's needs.e.g. communication needs.</p> <p>Ensure that appropriate advice and materials are always available such as PECS, Makaton and ICT.</p>	<p>Extreme modifications of curriculum and group activities carefully.</p> <p>Monitored to ensure the pupil is not is excluded.</p> <p>Pupil still included in activities where appropriate.</p> <p>Plus emphasis on using real objects and experiences for all activities and visual support throughout Specialist ICT hard and software.</p> <p>AAC systems to support communication environment. Specialist equipment to promote self help, physical access and mobility.</p> <p>AAC systems to support communication environment. Specialist equipment to promote self help, physical access and mobility.</p> <p>Appropriate indoor and outdoor provision in a safe and secure setting.</p> <p>Specialist hygiene facilities if necessary.</p> <p>Access to specialist educational and non educational services.</p>

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6	<p>Profound learning needs with another significant barrier to learning e.g. SLCN/Sensory/ Physical/ ASD.</p> <p>Profound difficulties with cognitive impairment that profoundly restrict access to the curriculum and require specialist provision.</p> <p>Complex and profound language and communication difficulties.</p> <p>Profound LD</p>	<p>Specialist provision.</p> <p>As above with close attention that B squared and PIVATS.</p> <p>Reliance on specialist advice. Parents are naturally involved.</p>	<p>Include fully wherever possible in a highly modified/ individualised curriculum.</p> <p>Small group and individual work with entry and exit criteria to ensure that despite difficulties, progress, however small can be tracked.</p>	<p>Specialist provision small group and 1:1 as appropriate.</p> <p>Very high level of adult to pupil ratio 1:1.</p> <p>Extremely small classes.</p>	<p>Support is in line with medical needs and profound learning difficulties.</p> <p>Tailored to the level of cognition, chronological age and developmental level.</p>	<p>As range 5 with emphasis on individual specialist needs and taking chronological age and developmental needs of pupils.</p> <p>Aim to include pupil fully despite their level of disability, therefore rely on the specialist advice e.g. educational and non-educational services.</p>