

Hounslow Local Authority Ordinarily Available Provision

Cognition and Learning

September 2021

What does this guidance document do? This guidance document describes the **provision** for **Cognition & Learning Needs** that should be **ordinarily available** in education settings in Hounslow.

What does this description of ordinarily or normally available educational provision for SEN provide? This guidance aims to provide consistency and a common set of expectations about what provision for **Cognition & Learning Needs** should be made for the majority of children and young people with SEN, within the structure of core & delegated funding (notional budgets) in state schools, academies & free schools.

Who should read this document? Schools and education settings should read this in the context of their responsibility to operate a **graduated response** to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings. The education setting should always consider their graduated response to meeting additional needs and show clear evidence of interventions over time.

How will this document help?

This guidance will help schools and Local Authority officers to be clear about the expectations for provision at Universal and SEN Support. This document will help guide schools & education settings on implementing the graduated approach. This is not a tick list and must be read in the context of the SEND Code of Practice 2015.

Cognition & Learning



The SEND Code of Practice 2015, Para 6.29 states :

6.30 - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

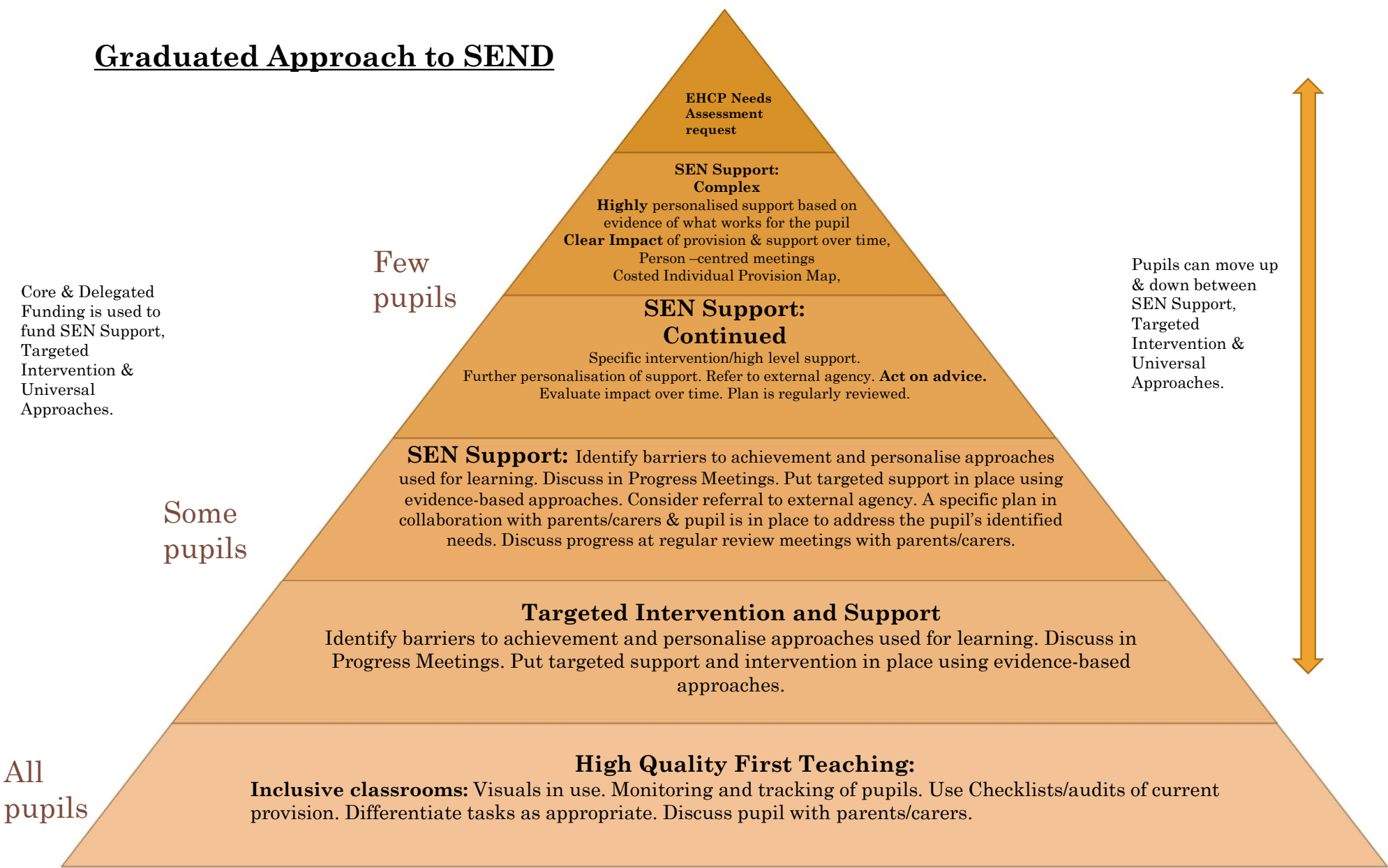
Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 - Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. ([SEND Code of Practice](#) 6:23)

Graduated Approach to SEND



Expectations for all settings in Hounslow

The following is expected within all educational settings to be provided as standard inclusive practice. This should be a universal offer for supporting children and young people with SEND to access their education.

All children including those with SEND:

- Should have access to a broad and balanced curriculum that meets the individual needs of children to ensure they learn and develop well.
- Should be offered different (differentiated) opportunities or alternative approaches to learning to meet a range of learning needs.
- Should be offered an individualised approach to learning by practitioners identifying and meeting individual needs.
- Should have resources available to meet the ages and stages of their individual development.
- Should have appropriate plans in place as part of any identified SEN Support coordinated with support from the SENCO.
- Should be monitored to regularly review the effectiveness of the support and the monitoring of the child's progress.
- Should have access to high quality teaching (HQT).

All education settings will:

- Have clear arrangements in place to support children with SEND.
- Offer a graduated approach in accordance with the SEND code of practice 0-25 (April 2015) - assess, plan, do & review.
- Have a named setting SENCO in line with the SEND code of practice 0-25 (April 2015)
- Ensure all staff have access to training which will upskill practitioners to be confident in managing a range of learning needs.
- Be aware of the Equality Act 2010 and make reasonable adjustments for children covered under the protected characteristics.
- Have a clear policy to enhance positive behaviour within the setting and ensure that it is applied consistently by all practitioners.
- Have support plans in place for those children identified with SEND which are monitored and evaluated regularly.
- Have and maintain a culture of high expectations for all children including children with SEND.
- Have good and effective working partnerships with parents, offering clear and transparent information.
- Have arrangements in place to work collaboratively with other professionals i.e. health, social care, etc., to ensure children benefit from an integrated approach.

Ordinarily Available Provision Expected at: Universal Provision:

High Quality Teaching:

Hounslow Local Authority expects all settings to provide high quality teaching as part of their Core Offer:

The needs of children and young people at Universal Provision level are supported by their class teacher in a primary school, and by form tutors & subject teachers in secondary school. Whole school approaches will support individual teachers to make reasonable adjustments for the pupils they are responsible for.

At this level, individual teachers and classroom staff are responsible for carrying out, for example, audits of their classroom as well as enabling the necessary adjustments to support the child to be included and successful in school. Advice and guidance can be provided from your school SENCO.

Hounslow Guidance- Ordinarily Available Provision for Cognition & Learning Needs

SEN Support

When considering children and young people in need of SEN support schools are expected to operate a Graduated Response resulting from careful identification, assessment, planning and reviewing.

It is expected that this approach will provide for most learners needs in their settings. It will include the use of evidence-based interventions and proven strategies to promote positive development over time.

Children and young people at SEN Support have needs that are not being met by Universal Level, High Quality Teaching.

They will need a more bespoke plan focussing on specific support areas.

This is co-ordinated by the school SENCo: class and subject teachers have responsibility for implementing the plan.

This may be through classroom and other approaches (e.g. at break times) and may be supported through intervention groups.

Cognition and Learning -Ordinarily Available Provision in Schools

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN SUPPORT
<p>Learning difficulties cover a wide range of needs, including:</p> <p>Children and young people who learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Difficulty acquiring new skills (particularly literacy and numeracy)</p> <p>Difficulty in dealing with abstract ideas or informing concepts</p> <p>Some speech and language difficulties, such as generalising information, understanding abstract language</p> <p>Difficulties with skills such as sequencing, ordering, word finding</p> <p>Some phonological and short-term memory difficulties</p> <p>Moderate learning difficulties (MLD)</p>	<p>In addition to normal classroom assessments the teacher and classroom support staff will carry out baseline assessments e.g. standardised reading age, spelling age, writing speed tests.</p> <p>Use checklists or screening tools identify individual strengths and difficulties e.g. GL Assessment Screeners, Lucid, BDA Indicators of dyslexia https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/signs-of-dyslexia</p> <p>YARC-York Assessment of Reading for Comprehension</p> <p>PhAB -Phonological Assessment Battery</p> <p>Sandwell Assessments e.g. Early Numeracy Test</p> <p>Normal curriculum plans include strategies from dyslexia friendly classrooms and reasonable adjustments to activities to remove barriers to learning.</p>	<ul style="list-style-type: none"> ▪ De-clutter PowerPoints: mix words and text ▪ Explicitly teach key word vocabulary ▪ Support short term memory by using mini whiteboards ▪ Alternative ways to demonstrate understanding & record learning - diagrams, voice recorder, ICT programmes and mind-mapping, etc. ▪ Use coloured background on slides and handouts ▪ Provide writing frames, sentence starters ▪ Teach sequencing as a skill - stories, alphabet, cartoon strips ▪ Links to prior learning explicitly made ▪ Prompts and headings provided to help with sequencing/recording of information. ▪ Teaching includes demonstration, prompts, visual support and opportunities for practice. ▪ Pre-planning of lessons and differentiation of delivery and written task expectations. Differentiation in presentation, pace and outcome. Differentiated reading prompts and materials. Differentiated and carefully presented numeracy tasks. ▪ Pupils work collaboratively in mixed-ability groups ▪ Specialist resources available in class e.g. coloured overlays, word mats, table squares ▪ Social and emotional factors are taken into account 	<ul style="list-style-type: none"> • Access to programmes to develop sequencing, auditory memory and organisational skills. • Activities to develop word-processing skills such as Touch-Typing • A structured approach to teaching reading, spelling and phonics. • Metacognition and self-regulation approaches to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. • Strategies from Dyslexia friendly classrooms https://www.britishcouncil.mk/sites/default/files/making_classrooms_dyslexia_friendly.pdf • Structured interventions e.g. Read, Write, Inc;/ Read Write Inc Fresh Start • Laptop/Chrome book access • British Dyslexia Association Resources • Pre-teaching • Structured programmes e.g. Plus 1/Power of 2 books

Cognition and Learning -Ordinarily Available Provision in Schools

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN SUPPORT
<ul style="list-style-type: none"> Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Self-esteem and motivation may be affected Difficulty with the pace of the curriculum delivery Other areas include, Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication <p>and</p> <ul style="list-style-type: none"> Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 	<ul style="list-style-type: none"> Parents and children are involved in monitoring and supporting targets Pupil voice is included in assessing what works and does not work for the pupil. Access arrangements for national assessments and exams if pupil meets requirements of AQA/JCQ. Occupational therapy strategies may sometimes be useful in the school setting. NB: ‘diagnosis’ of any particular specific learning difficulty such as dyslexia/ADHD (including ADHD inattentive type) is not necessary to establish requirement for intervention or level of support. 	<ul style="list-style-type: none"> Material to support reading, writing, organisation or attention are provided e.g. visual timetables, task plans, vocabulary cards, visual aids, adapted writing frames with word and sentence support, Alternatives to copying from board are in place Awareness that a CYP may need more time to complete tasks Pupils should have access to high interest/Low reading level books suitable to their age and reading age. Support for study skills and work planning; mind mapping techniques Effective multi-sensory spelling strategies; provision of spelling lists and specialist dictionaries e.g. ACE Spelling Support for personal organisation Use of personalised strategies to improve motivation Support for homework Very flexible arrangements in planning learning, environment and structure of school day e.g. more breaks, learning in different locations, visual reminders and specific repetitions of next steps and expectations etc. Allow the student to use reference tools (written instructions, posters, graphic organisers; posters, dictionaries, lists of procedures). 	<p>Structured programmes/ interventions e.g.</p> <ul style="list-style-type: none"> Word Wasp/Word Hornet, Toe by Toe, Lexia Beat Dyslexia <ul style="list-style-type: none"> Support for social and emotional skills focusing on motivation and self-esteem. Vocabulary support e.g. Word Aware Word games e.g. TRUGS Visuals & manipulatives to reinforce abstract concepts e.g. Numicon Access to Hi-Lo readers, graphic novels, comics Spelling Dictionaries – e.g. ACE Maths programmes e.g. Dynamo Maths Reading programmes e.g. Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties

Hounslow Guidance- Ordinarily Available Provision for Cognition and Learning Needs Training Expectations

- School staff should understand that cognition and learning needs can occur alongside co-occurring difficulties such as attention, concentration difficulties and working memory difficulties.
- There are staff who have participated in Dyslexia Friendly Schools training and who disseminate information throughout the school.
- Supply staff and new staff are informed about the needs of pupils through an induction programme ensuring that these staff know where to access support.
- School staff understand how to support attention and concentration needs.
- All teachers will be aware of the implications and impact of specific learning difficulties on the way a child or young person learns. Teachers understand how to adapt curriculum planning and delivery to accommodate the child or young person's preferred way of learning.
- Trained mentors can be accessed by pupils.
- School staff understand the link between social, emotional needs and cognition and learning needs. In particular, motivation, self-esteem and identity.
- Classroom practitioners have received training on evidence-based intervention programmes and approaches.



Cognition and Learning Needs

Questions to Consider:

- Is the learning environment supporting the pupil's learning needs effectively?
- Has the CYP and parents/carers had the opportunity to input on their experiences of learning?
Has the setting considered these views when planning provision and support?
- How embedded are resources, supports and quality first SPLD/LD provision in every-day classroom practice?
- Does the CYP have other needs outside of cognition and learning which need to be considered?

Further information on supporting cognition and learning needs can be found at:

<https://www.helenarkell.org.uk>

<http://www.thedyslexia-spldtrust.org.uk/>

<https://www.driveryouthtrust.com/>