

COGNITION AND LEARNING

Universal

Whole School teaching, learning and assessment policy
Use of different teaching styles
Some differentiation of activities and materials
Differentiated questioning
Flexible grouping arrangements
Staff CPD in metacognition, retrieval practice and dual coding within 2021
Appropriate scaffolds
Direct instruction given; clear and concise pitched correctly to consider the children being taught
Adapt pace of lessons as required
Concrete apparatus available for independent use
Use of visual, auditory and kinaesthetic approaches
Resources and displays that support learning
Routine feedback to pupils in a variety of ways which may include verbal, recorded and peer.
Feedback at the point of learning
Modelling and re modelling (when required)
Staff adapting teaching to individual needs e.g. adaptations
Classroom considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.
Sheffkids one page profile
Adaptations to screen colour, paper colour used, overlays and fonts
Awareness that a Child or Young Person may need more time to complete tasks and that equality of access may mean that they need to do some things differently
Focus on relationships which includes relationships and routines within each classroom
Appropriate use of voice and body language
Praise given to suit the needs of the individual child
Broad and balanced curriculum
Barriers to learning considered and adaptations made to support
Interventions- pre teaching, same day intervention
Rights Respecting Gold school -rights explicitly taught and referred to
Anti bullying policy
Answering in full sentences expected across school and modelling by staff to reinforce
Basic needs met through magic breakfast and PSA's available to support families.
Pupil progress meeting termly -Teaching and Learning Lead to liaise with SENCO where appropriate
Teaching children about how the brain works
Alternative ways to record work considered
RWINC and English taught

Intervention

Early Help as required
Multi agency approach
Future steps specific programme
Referral to outside agencies such as LD CAMHS/EP
Movement breaks
Opportunities to develop Social Emotional Aspects of Learning.
Access to quiet spaces in school
Meet and greet system
Time-limited intervention programmes with staff who have knowledge and skills to address specific needs as supported by SENCO (Lexia, Precision Teaching, Phonics Catch up, RWINC intervention)
CPOMS monitoring by key leaders
Opportunities for small group work based on identified need
Time for formal meetings with parents on a regular basis
Inclusive teaching approach-small steps
Access to smaller group work

Personalised

SEN Support Plan
Access to planned time out/individual work area
Task/Choice approach -short, sharp focused activities
Increased access to additional adult support in the classroom and during planned times throughout the school day
Alternative curriculum opportunities or a highly differentiated curriculum
- through The Lab accessing an individualised support to access the curriculum in a differentiated and accessible way.
Adaptions to provision –reasonable adjustments considered
LA advice-HNF or EHC

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Teaching assistants used flexibly to ensure teacher can focus on individuals
1:1 support planned where required and agreed by SLT as the most appropriate resource
Access to mainstream with small group work where this is the most appropriate learning environment
Use of timers, personalised learning, support tools available
Disapplication from SATS as appropriate and agreed by SLT
Direct teaching, practical tasks and frequent opportunities for repetition.

