**Cognition and Learning Needs**

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| The learner’s **educational progress** is impeded by cognition and learning difficulties in four or more of the following areas: |
| **CLASS TEACHER/HOD CHECKLIST**   * Great difficulty with spelling despite intervention eg. bizarre and/or inconsistent errors |
| * Very weak sequencing skills eg. days of week, recent events |
| * Very poor organisational skills eg. locating/selecting equipment, completion of homework |
| * Very slow or illegible handwriting |
| * Easily frustrated and upset or angry when required to record work |
| * Very weak phonological skills despite intervention eg. great difficulty blending letters, syllables, rhyming etc |
| * Difficulty responding in a meaningful, relevant way eg. turn taking in conversation, body language, following instructions |
| * Difficulties with asking pertinent questions and making relevant contributions |
| * Difficulty organising what they say to convey meaning and make themselves understood |
| * Recalling verbal information and acting on it |
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| **TUTOR/HOY CHECKLIST**   * Noticeable discrepancy between oral skills and general knowledge and attainment in other areas of the curriculum (could be indicated by MIDYIS/INSIGHT scores) |
| * Snapshot demonstrates concerns across the curriculum with learning and progress |

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| **Strategies may include:** | **Trialled** |
| **HIGH QUALITY TEACHING**  Muted IWB background, use of dark blue font/colour coding words. |  |
| Use of visuals on board and in learning materials to support key words and concepts. |  |
| Visual aids/modelling eg. use of illustrated dictionary, sentence starters, teacher models how to approach task etc |  |
| Use of writing frames. |  |
| Homework given at start of lesson or put on Canvas with clear scaffolding |  |
| Handouts provided to avoid copying from the board |  |
| Learning is chunked |  |
| Use of a visual timetable for the lesson |  |
| Clear and strategic seating plan to support group and independent learning |  |
| Consideration of access to and readability of text and modification where appropriate |  |
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| **PASTORAL SUPPORT**  Visual timetable to support organisation |  |
| Possibly reduced curriculum |  |
| Regular monitoring of external interventions and liaison with home |  |
| Regular liaison with subject teachers to monitor progress |  |