



Cognition and Learning Needs Specific Learning Difficulties

Range 1 Quality First Teaching plus: Share of an additional adult in class SEND friendly classroom strategies Flexible grouping for teaching	Range 2 As Range 1 plus: Access to small group support in class Wave 2 'Catch Up' Interventions	Range 3 As Range 1 and 2 plus: My Support Plan (MSP) Some individual support to address outcomes in MSP Wave 3 targeted group support Outside agency involvement
<p>Assessment</p> <ul style="list-style-type: none"> Part of whole school and class assessments <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies. Parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need. <p>Human resources and staffing</p> <ul style="list-style-type: none"> Main provision by class teacher with advice from SENCo. Additional adults routinely used to support flexible groupings and differentiation. <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> Differentiation for the pupil's identified areas of weakness. Dyslexia friendly school strategies. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCo uses screening tools. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans reflect levels of achievement; progress is tracked via school tracking. Additional steps taken to involve parents and pupil as appropriate. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Time limited programmes of small group work based on identified need. <p>Human resources and staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCo Additional adult, under the direction of the teacher, provides sustained targeted support on individual/group basis. <p>Curriculum and teaching methods</p> <ul style="list-style-type: none"> Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. Differentiated curriculum with some modification. Opportunity for over learning rehearsing and revising. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more in depth assessment of specific areas of need. SENCo takes advice from educational and non-educational professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored by school tracker. Targets are multi-sensory, individualised, short term and specific. Continued regular engagement of parents. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class, with provision for alternative ways of recording. Frequent opportunities for small group work based on identified need. Opportunities for 1:1 support focussed on specific targets identified through assessment, ensuring revision and over learning are incorporated.. <p>Human resources and staffing</p> <ul style="list-style-type: none"> Main provision by class teacher with support from SENCo and advice from education and non-education professionals as appropriate. Additional adult under the direction of the teacher, provides support on differentiated recording tasks. Opportunities for reading, spelling and writing activities in line with assessment results. <p>Curriculum and teaching methods</p> <ul style="list-style-type: none"> Structured cumulative multisensory programme. Tasks and presentation increasingly individualised and modified in an inclusive curriculum. Visual cues to support auditory information at all stages of delivery. Ensure transfer and generalisation of skills has occurred before teaching anything new. Small steps targets within group programmes and/or 1:1.

