

Whole School Provision for Cognition and Learning Needs

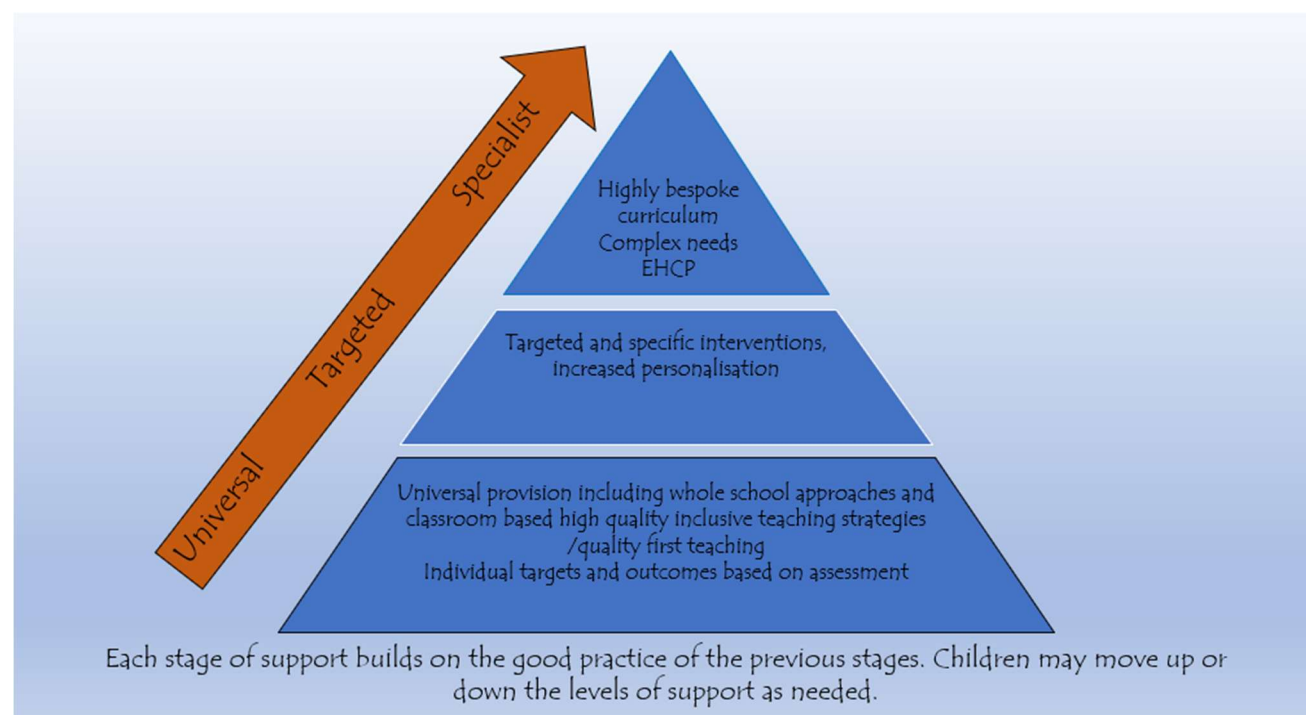
Our whole school provision map outlines the support, resources and interventions available at Hasland Infant School. This provision is detailed within the four broad areas of SEND, as identified by the SEND Code of Practice (2015).

These are:

- Communication and Interaction (C&I)
- **Cognition and Learning (C&L)**
- Sensory/Physical (S/P)
- Social, Emotional and Mental Health (SEMH).

Children with SEND will have a primary need i.e. the most prominent area of need but may also have additional needs in another area(s).

At Hasland Infant School, our SEND provision is organised into three categories; universal, targeted and specialist, in line with the graduated response to SEND, see the diagram below.



Cognition and learning needs affect how a child learns, understands, remembers, and applies new information. Pupils with these needs may find it difficult to develop literacy and numeracy skills, process information, retain knowledge, solve problems, or work independently. In school, they may benefit from adapted teaching approaches, additional processing time, practical learning experiences, and targeted support to help them access the curriculum.

Below you will find the Cognition and Learning section of our whole school provision plan, this outlines the support available at our school.

	Universal Provision	Targeted Provision	Specialist Provision
Cognition and Learning	- o Quality first teaching, employing adaptive teaching strategies to provide support and/or challenge - o Differentiated delivery e.g. additional scaffolding, simplified language, slower lesson pace, supportive sheet for recording - o Repetition/clarification of instructions - o Differentiated tasks - o Increased visual aids/modelling - o Visual timetables - o Sound, word and number mats etc. - o Ensuring appropriate reading material available - o Structured synthetic phonics approach- Sounds Write - o Individual whiteboard - o Opportunities to work in mixed ability groups with a range of adults including the teacher and teaching assistant - o Widgits - o First hand experiences - o Targeted questioning - o Scaffolding / thinking out loud - o Shared reading / shared writing - o Creative curriculum - o Constant repetition of past learning - o Working walls	- o Bespoke small group or 1:1 targeted intervention based on assessment e.g. phonics intervention, pre-teach for maths - o 1:1 reading - o Workstations in an appropriate place for the child's need - o Precision Teaching - o Coloured overlays as needed - o Box work - o Alternative assessment e.g. formative footprints for KS1, Celebratory checkpoints for EYFS - o Bucket time - o Precision teaching - o TA support - o Different methods of recording e.g. drama / photo - o Pre teaching - o Additional phonics group - o Gross / fine motor activities - o Individual phoneme mats - o Adapted planning - o Singing maths - o	- o Box work - o Specialist provision as detailed in EHCP (as agreed at annual reviews). - o Work stations in an appropriate place for the child's need - o Use of augmented communication aids to access learning

	- o Practical learning (concrete) - o Continuous provision - o Sound / spelling mats - o Memory games - o Well sequences and planned lessons - o Planning for children's interests - o Assessing own work – with green pen - o Phonics flashcards - o Stem sentences - o Counting each day - o Processing time - o Routines and consistency - o Being aware of cognitive load - o Visuals - o Chunking learning - o Write from the start		
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Each stage of support builds on the good practice of the previous stage/s.