Longleaze Primary School SEND Offer
Cognition and Learning

Learning for Life
LONGLEAZE PRIMARY SCHOOL

	Universal	Targeted	Specialist
Cognition and Learning **Learning difficulties affecting one or more specific aspect of learning,**	assessment through teaching to identify the areas of need in consultation with the CYP or observation if more appropriate metacognition approaches - learning to learn e.g. by trying to understand the CYP's difficulty and asking them what helps Talk for writing strategies – use of actions to hep pupils remember key words and phrases. Flexible groupings to enable peer support or more efficient use of adults. Access to concrete and visual resources for all pupils. Breaking up learning into smaller steps to avoid cognitive overload. recognising and celebrating success in other areas of their life	appropriate adaptations made e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology - led by the needs of the CYP and what they find helpful Use of concrete and visual resources to support learners during the whole class input. evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy (Education Endowment Foundation (EEF)(opens new window) or Evidence 4 Impact(opens new window)	staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation

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Cognition and Learning **Generalised learning difficulties, e.g. difficulties across the curriculum but with some areas of strength.**	active learning, concrete, pictorial and pragmatic approaches to learning emphasis on self-actualisation - activities that are designed to build in CYP's strength and develop skills which will support them to become independent and resilient learners support to manage self-esteem - celebration of strengths, reinforcement of success pre-teaching of content and subject-specific vocabulary Use of sentence stems and scaffolding of language – "Say it again but can you use this word"? support for homework e.g. support for accurate recording of homework, differentiated tasks as standard for all children, lunchtime drop-in sessions using school online homework portals close monitoring of attendance	adjustment, modification and differentiation of the curriculum, right across the board, to enable the CYP to fully access the curriculum reasonable adjustments to support slow speed of processing e.g., providing, thinking time, reducing the task Use of concrete and visual resources to support learners during the whole class input.	