

## Cognition and Learning Toolkit for MLD learners

### Need

The learner is working below age-related expectations across most subjects and skills.

Progress may be slower than that of their peers, despite intervention.

Difficulties may include misconceptions, failing to follow teacher input, understanding the task, or taking longer to understand new concepts.

Difficulties are persistent over time.

There may be indications of frustration, impulsivity, poor motivation, inattention, and low self-esteem.

Speech and language skills may be moderately delayed in line with delays in other areas.

Moderate difficulties with concept development and logical thought limit access to the curriculum.

Moderate difficulties with transferring general information onto paper - independent study takes excessively long, fails to start, stays on task, and completes tasks promptly.

Difficulties with motor organisation, motor skills and persistent restlessness

Difficulties with executive functions, including working memory, personal organisation, verbal processing, managing emotions, impulsivity task initiation, completion and inhibition.

Noticeable variations in performance in learning tasks.

### Provision

- 'One page profiles' documenting how I learn and what I need, e.g. written lists rather than verbal requests.
- Positive behaviour plans created to ensure engagement and interactions within learning.
- Collaborative working with parents to ensure clear, consistent expectations, setting of progress targets, use of language and behaviour.
- Referral for parents for support or interventions.
- Standardisation of resources, to ensure familiarity when transitioning between classes, rather than relearning, e.g. visual prompts, timetables.
- Use of visual schedules, lists, timetables, now, next, then, task breakdowns, visual prompts.
- Having clear achievable, success criteria.
- Pre-teaching
- Differentiation of tasks, through level of support provided, task outcome, resourcing or format.
- Access to personal toolkit and resources required for individual learner needs and provision, e.g. pencil case prepared, access to a fidget, ear-defenders, laptop for writing, visual prompt cards, alphabet line, letter list, word bank, reminder fans.
- Pupil positioning within the classroom, e.g. near the front for visual/hearing needs, at the side or back for those who are hypervigilant, so they have a clear view of the room.
- Seating required, wobble chair/cushion
- Repetition and consolidation to ensure transfer of knowledge into the long-term memory.
- 'Get out of class' card, so can leave early from sessions to avoid the sensory overload of the busy corridors, increased anxiety caused by these situations.
- Key adult relationships, talking to a familiar adult, both around work expectations and feelings.
- Having clear choice options, to provide shared control over activities and learning.
- Clear modelling and upskilling of staff through everyday practice and classroom opportunities.
- Clear language, not ambiguous.
- Recommendations from external professionals are included in lesson plans and learners' support plans.
- Blank level questions, ensuring questioning is at an appropriate receptive language level.
- School systems to assess pupil learning through smaller steps and tasks, e.g. portage for younger learners, EYFS for KS1 etc.
- Allowing processing time for tasks, requests, interactions.
- Positive communication approach, link to restorative language, listening and hearing the pupil voice.

Difficulties with attention control and sensory sensitivities. These difficulties affect the academic progress and attainment of the learner and their social integration.

- Requests of what to do, rather than what not to do, e.g. feet on the floor, rather than, don't stand on the table.
- Communication devices available throughout the day rather than at selected times. This is the child's voice and they should always have access to it.
- Supported timetable (as well as when required) opportunities to meet sensory needs, e.g. daily mile, wake up songs, bouncing, gym balls.
- Engaging activities with a variety of resources, to include all learning styles, e.g. practical or visual, recording.
- Ensuring appropriate equipment is provided or activities modified where an access to learning through physical impairment may be present.
- Ensuring that pupils are not negatively impacted through interventions by reduced self-esteem or emotional development.
- Ensuring emotional needs are met through a team around the pupil, e.g. familiar adults, nurture, pastoral sessions etc.
- Celebrating achievements, success for everyone, not just academic achievements.
- Professional school reports worded in a truthful but positive light.

Quality first teaching meets the needs of all learners and includes:

- flexible grouping arrangements
- one task at a time, then report to the teacher
- check that lesson notes are complete (peer checking)
- differentiated questioning
- use of multi-sensory approaches
- learning feedback to learners
- differentiated tasks
- support for metacognition and independence
- additional time to complete some tasks
- differentiated independent study tasks
- strategies to remove sensory or distraction overload (earphones, quiet study spaces)

Environmental considerations are made to meet the needs of all learners displays and signage.

Intervention is evidence-based, carefully selected, and informed by assessments.

Small group provision to enhance the core programme of teaching addresses gaps and misconceptions in learning.

	<p>Emphasis on developing automaticity, skill proficiency and generalisation of skills.</p> <p>Withdrawal where necessary for specific skills teaching with further reinforcement in whole class sessions.</p> <p>A regularly evaluated provision map sets out interventions, provisions, and outcomes. Intervention is adapted as necessary because of this evaluation.</p> <p>There is a transition plan at the end of each year, between classes, subjects, teachers etc.</p> <p>Teacher, tutor and SENCO time for assessment, standardised testing, and diagnostic work.</p> <p>Additional TA or teacher tutor time for direct teaching with support offered from SENCO.</p> <p>All staff are trained in core skills, sensory profiles, MLD and other needs. For example, online training packages such as the inclusion development programme and other CPD.</p> <p>TAs, LSAs and support staff will be appropriately trained and deployed to promote independence through scaffolding techniques. They will be used to support rather than replace the teacher.</p>
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