

Cognition and learning: general learning difficulties

SEN support: needs to be met from core funding for learners aged 16 to 19+

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching: Minimum expectations	Interventions and specific support	Resources
<p>Learner is working approximately three to four years below age-related expectations across most subjects and/or in skills.</p> <p>Progress may be considerably slower than that of their peers, despite intervention.</p> <p>Progress may be in line with that of peers, but attainment will be significantly lower.</p> <p>Difficulties may include misconceptions, failing to follow teacher input, understanding the task or taking longer to understand new concepts.</p> <p>Difficulties are persistent over time.</p>	<p>Routine college and class formative and summative assessments are used to tailor lesson objectives and teaching methods to needs. Parents and young person are involved in co-production.</p> <p>Evaluating learner progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans.</p> <p>Robust whole college moderation systems ensure accuracy of all teacher assessment.</p> <p>Assessment will use previous assessments to inform judgements.</p>	<p>Recommendations from external professionals are included in lesson plans and learner's support plan.</p> <p>Learning needs are well managed in the class with appropriate differentiation of learning objective or task and teaching method.</p> <p>There will be a variety of practical materials and activities and equipment to support learners' learning.</p> <p>Quality first teaching meets the needs of all learners and includes:</p> <ul style="list-style-type: none"> flexible grouping arrangements one task at a time then report to teacher 	<p>Intervention is evidence based, carefully selected and informed by assessments.</p> <p>Opportunities provided for overlearning of key concepts, skill reinforcement, revision, transfer and generalisation.</p> <p>Small group provision to enhance the core programme of teaching addresses gaps and misconceptions in learning.</p> <p>Emphasis on developing automaticity, skill mastery and generalisation of skills.</p> <p>Withdrawal where necessary for specific skills teaching with further reinforcement in whole class sessions.</p>	<p>Teacher, tutor and/or 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>Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online.</p> <p>Learner has access to additional break or lunchtime structured activities.</p> <p>Laptop, software and low tech devices to support learning such as supportive word processing, timers, recording devices.</p>

<p>There may be immature social and emotional development.</p> <p>There may be indications of frustration, impulsivity, poor motivation, inattention and low self esteem.</p> <p>Speech and language skills may be moderately delayed in line with delays in other areas.</p> <p>Moderate difficulties with concept development and logical thought which limits access to the curriculum.</p> <p>Moderate difficulties with transferring known information onto paper - independent study takes excessively long, fails to start and stay on task, fails to complete tasks in a timely manner.</p>	<p>Strengths and weaknesses will be analysed using curriculum related assessment and may be supplemented by standardised tests and/or diagnostic tests.</p> <p>Consultation and advice from external agencies as appropriate with evidence of implementation and review.</p> <p>Assessment results in differentiated lesson plans.</p> <p>A careful review of needs is undertaken with young person, parents and professionals in good time to plan for next key transitions.</p> <p>Speech and language therapy strategies may sometimes be useful in the school or college setting.</p> <p>Occupational therapy strategies may sometimes be useful in the school or college setting.</p>	<ul style="list-style-type: none"> ● check 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) <p>Environmental considerations are made to meet the needs of all learners such as seating positions, classroom layout, displays and signage.</p> <p>Pre-tutoring and revision or practice is used effectively.</p>	<p>Access arrangements for national assessments and exams if learner meets requirements of AQ /JCQ.</p> <p>A regularly evaluated provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation.</p> <p>There is a transition plan at the end of the learner's programme of study to plan for further or higher education or employment and transition into an independent adult life.</p> <p>Access to independent, impartial careers advice to support learners' aspirations and progress towards adult destinations.</p>	<p>All staff are trained in core skills. For example, through online training packages such as the inclusion development programme and other CPD.</p> <p>Opportunities to complete off site learning in college and support to develop independent study skills.</p>
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		Alternative forms of recording are routinely offered.		
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		<p>Additional intervention and differentiated teaching does not impact negatively on the self-esteem or emotional development of learner.</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 subject teacher.</p> <p>Whole college and individualised SEND specific anti-bullying support.</p> <p>Off-site visits planned and risk assessed well in advance taking into consideration the needs of the learner.</p> <p>Guidance is available on the AfC Local Offer webpages.</p>		
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Statutory action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	Assessment of needs	Quality first teaching: minimum expectations	Interventions and specific support	Resources

<p>Despite intervention and support at SEN Support level, the learner fails to make expected progress over a sustained period of time.</p> <p>Extreme differences of five or more years in subject or skills attainments. Extreme difficulty in accessing the curriculum.</p> <p>Significant additional or co-occurring difficulties such as with speech and language, attention, anxiety, reasoning or working memory and processing.</p> <p>There is evidence of an increasing, rather than narrowing gap between the learner and their peers. Significant difficulties with organisational skills and independent learning.</p>	<p>In addition to the assessment approaches at SEN support:</p> <p>Specialist assessment, monitoring and advice from appropriate professionals may be useful.</p> <p>Long term involvement of educational professionals as in line with the code of practice.</p> <p>Assessment, including statutory assessment leads to a detailed learner profile being developed.</p> <p>Provision map and support plans set out individualised interventions, outcomes and a system of careful review over time.</p> <p>Multi-professional assessment is carried out and parents and learner coproduce outcomes, reviews and planning with these professionals.</p>	<p>In addition to the approaches at SEN support:</p> <p>A high level of differentiation across all relevant areas of the curriculum. Lesson planning makes use of assessment information and promotes inclusion in the whole class learning as far as possible. Teaching carefully takes into account the additional needs and allows for preferential seating and time table adaptation as necessary.</p> <p>A high level of differentiated expectations for off-site learning and independent study.</p>	<p>In addition to the strategies at SEN support:</p> <p>Presentation and delivery will require modification and support through the use of real objects, visual supports and additional scaffolding.</p> <p>Alternative or adapted curriculum.</p> <p>Activities may be adapted to mimic real life experiences and may concentrate on acquisition of learning and life skills.</p> <p>Qualified and experienced teachers and support staff deliver aspects of the programme including advice from external specialists.</p> <p>Daily opportunity to work on specific and individual targets identified through thorough assessment.</p>	<p>In addition to the resources at SEN support:</p> <p>Additional SENCO time for paperwork preparation, annual review and monitoring of progress against outcomes.</p> <p>Significant additional in class support under the direction of the teacher or tutor to ensure access to an individualised broad and balanced curriculum.</p> <p>Joint planning and liaison between staff supporting learner.</p> <p>Access to specialist teacher or tutor advice and support.</p> <p>Learner may require a package of external support including input from other professionals.</p> <p>Additional adult support may be required at break and lunchtimes to support</p>
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<p>Self-esteem is likely to have suffered and behaviour problems linked to frustration and motivation may have resulted.</p> <p>A deterioration in mental health may have started to emerge.</p>			<p>Exam access arrangements will be needed and learner will require additional exam method coaching.</p>	<p>with pastoral need.</p> <p>Learner may require access to specialist technology or equipment.</p> <p>Higher level training for some staff offering direct support.</p>
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Cognition and learning: specific learning difficulties

Including, but not limited to, attention deficit hyperactivity disorder (ADHD) and dyslexia

SEN support: needs to be met from core funding for learners aged 16 to 19+

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<p>For most specific learning difficulties there are likely to be:</p> <ul style="list-style-type: none"> ● Indications of frustration, poor motivation and low self-esteem. ● Difficulties in areas of speech and language ● Difficulties with motor organisation, motor skills and/or persistent restlessness ● Difficulties with executive functions including working memory, personal organisation, verbal 	<p>Evaluating learner progress as a response to intervention. Progress against SMART targets and outcomes. Parents and learners are involved in coproduction.</p> <p>Observations to support identification of difficulties such as those with working memory or motor difficulties. Speech and language therapy strategies may sometimes be useful in the school or college setting.</p> <p>Access arrangements for national assessments and</p>	<p>Teachers and TAs well informed re learner’s strengths and needs. Teaching strategies to support learner’s metacognition and academic self-esteem.</p> <p>Setting personal targets, celebrating ‘personal best’ outcomes.</p> <p>Monitoring cognitive load and working memory demands of lessons; chunking learning, providing checklists and modifying teacher talk. Using a graduated approach to tasks starting at a level where the child can achieve success.</p>	<p>Additional differentiated literacy teaching, with modified pace and additional reinforcement.</p> <p>Small group or individualised spelling support programme, spelling buddies.</p> <p>Additional opportunities to read and be read to, rehearsing decoding skills and developing vocabulary and comprehension.</p> <p>Interventions to support and scaffold weak attention and listening skills.</p> <p>Social and emotional skills training.</p>	<p>Teacher, tutor or SENCO time for skills assessments related to reading and spelling and/or cognitive skills.</p> <p>Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online. All staff are trained in core skills, using free online training packages for example,</p> <p>www.derby.ac.uk/online/moc/understanding-autismaspergers-adhd</p>

processing, managing emotions,				
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<p>impulsivity task initiation, completion and inhibition.</p> <ul style="list-style-type: none"> ● Noticeable variations in performance in learning tasks. ● Difficulties with attention control and sensory sensitivities. <p>These difficulties have a negative impact on the academic progress and attainment of the learner and their social integration into the life of the college.</p> <p>In addition to needs above for learners with specific literacy difficulties:</p> <ul style="list-style-type: none"> ● Attainment in reading accuracy and/or spelling is likely to be in the lower end of the expected range (below standardised score of 85). ● Difficulties with specific skills such as phonics limit effective progress in some curriculum areas despite carefully planned interventions. 	<p>exams if learner meets requirements of AQA/JCQ. Occupational therapy strategies may sometimes be useful in the school or college setting.</p> <p>STAR (situation, triggers, action, response) assessments of behavioural challenges.</p> <p>Reading assessments that give a standardised score.</p> <p>Spelling assessments that give a standardised score.</p> <p>NB: ‘diagnosis’ of any particular specific learning difficulty such as and not limited to dyslexia or ADHD is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>	<p>Opportunities for overlearning or repetition. Lessons structured to include clear signposting and previewing of learning content.</p> <p>Multi-sensory lessons.</p> <p>Enhanced access to resources such as highlighters, study aids, post-its, word banks and laptops, differentiated reading materials.</p> <p>Teaching uses visual materials presented in a clutter-free way using accessible fonts.</p> <p>Additional time for differentiated homework and in class tasks.</p> <p>Peer reading.</p> <p>Flexible grouping: allowing that learners may be able to understand concepts but have difficulties with recording or speed of processing.</p> <p>Support staff will be trained and deployed so as to promote independence through appropriate</p>	<p>Study skills support and training.</p> <p>Touch typing tuition.</p> <p>There is a transition plan at the end of the learner’s programme of study to plan for further or higher education or employment and transition into an independent adult life.</p> <p>Referral for parents for support or interventions such as 123 Magic for parents of children with ADHD type challenges.</p> <p>Details can be found on the AfC local offer.</p> <p>Structured activities at break times.</p> <p>Access to independent, impartial careers advice to support learners’ aspirations and progress towards adult destinations.</p>	<p>Additional TA or specialist teacher or tutor time to deliver specific interventions.</p> <p>Additional pastoral support or mentoring. Checking in on workload, progress and emotional health.</p> <p>Software such as typing tutors, predictive spell checkers, word processors, speech to text, reading pens.</p> <p>Opportunities to complete off site learning in college and support to develop independent study skills.</p>
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		<p>scaffolding techniques. They will be used to support rather than replace the subject teacher.</p> <p>Alternative methods of recording using for eg, mind maps, card sorts, scribe, recording devices or ICT.</p> <p>Brain breaks, movement breaks and fidget toy/stress ball.</p> <p>Opportunities to work in distraction reduced areas, seating plans, earphones, ear defenders for individual work.</p> <p>Whole college and individualised SEND specific anti-bullying support.</p> <p>Positive behaviour management strategies and modified application of whole college behaviour policy.</p> <p>Off-site visits planned and risk assessed well in advance taking into consideration the needs of the learner.</p> <p>Guidance is available on the AfC local offer webpages.</p>		
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Statutory action: these needs to be met with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching: Minimum expectation	Interventions and specific support	Resources
<p>Despite support and intervention at SEN support, the learner requires more specialist resourcing to access the full curriculum.</p> <p>For most specific learning difficulties there are likely to be:</p> <ul style="list-style-type: none"> ● Significant and persistent difficulties with, for example, but not limited to speech and language, anxiety, and executive functions such as working memory. <p>Pupils may exhibit extremely challenging behaviours related to difficulties with attention, managing frustration, hyperactivity, impulsivity or sensory sensitivities. These challenges may include severe anger, aggression or defiance.</p>	<p>In addition to the assessment approaches at SEN support:</p> <p>Specialist assessment, monitoring and advice from appropriate professionals may be useful.</p> <p>Annual review of progress against outcomes agreed in EHCP.</p> <p>Learners with specific literacy difficulties may require assessment monitoring and advice from a specialist teacher with appropriate experience and/or qualifications.</p> <p>External professionals and agencies, including CAMHS, may have been consulted and advice is consistently followed at college and home.</p>	<p>In addition to the QFT approaches at SEN support:</p> <p>Considerable opportunities for overlearning and consolidation, reduced learning load as needed.</p> <p>A high level of differentiated tasks and expectations for off-site learning.</p> <p>Individual workstation</p> <p>A high level of differentiation for reading or writing based tasks.</p>	<p>In addition to the strategies at SEN support:</p> <p>An intensive and personalised programme, delivered at least three times per week, addressing the learner's particular areas of difficulty in reading and/or spelling or any other difficulties such as those with oral language, study skills, attention and listening and managing emotions.</p> <p>Further pastoral support and personalised mentoring.</p> <p>Support to enable the learner to stay on task and complete tasks.</p> <p>At college, a modified timetable and/or reduced exam options to ensure that personal priority learning such as skills of reading and spelling or attention and listening continue to</p>	<p>In addition to the resources at SEN support:</p> <p>Significant additional in class support under the direction of the tutor or subject teacher to ensure access to the full curriculum. This should include opportunities for pre-teaching and revision.</p> <p>Joint planning and liaison between staff supporting learner.</p> <p>Access to specialist teacher or tutor advice for learners with specific literacy difficulties.</p> <p>Higher level training for some staff offering specific support.</p> <p>Accredited staff training, such as colourful semantics and team teach and basic skills teaching.</p>

<p>These difficulties result in significantly poor academic attainment and very slow or no progress. Extreme differences of three or more years in attainments in subject areas are likely.</p> <p>For learners with specific literacy difficulties:</p> <ul style="list-style-type: none"> ● Reading accuracy and/or spelling assessments give standardised scores of well below 80. ● Extreme difficulties in accessing the curriculum through written materials or through written recording despite the use of a range of alternative methods of access. ● Significant difficulties with independent studies and homework tasks take much longer 	<p>The college keeps comprehensive records of response to intervention in order to enable analysis of what strategies work for the learner.</p> <p>Exam access arrangements such as extra time, reader, rest breaks or prompter if learner meets requirements of AQA/JCQ, learner may require additional exam method coaching.</p> <p>NB: 'diagnosis' of any particular specific learning difficulty such as dyslexia or ADHD is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>		<p>develop and that workload is realistic.</p> <p>Exam access arrangements will be necessary. In addition learners will need extra exam method coaching.</p> <p>Highly personalised positive behaviour management plans are consistently in place and carefully monitored for impact.</p>	
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