**2. COGNITION AND LEARNING NEEDS: GENERALISED LEARNING DIFFICULTIES**

Pupils with general learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. There is difficulty in dealing with abstract ideas and generalising from experience.

They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Pupils with general learning difficulties will have attainments considerably below expected levels in all or most areas of the curriculum, despite appropriate interventions.

**Quality First Teaching, including differentiation and classroom based strategies**

**Please refer to 1st cycle of the document: A Guide to the Graduated Approach for Schools**

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| The Graduated Approach:  **First Cycle** | There are indications that the child or young person is experiencing difficulties with understanding and gaining skills that enable access to the Curriculum. There may also be immature social and emotional skills. The child or young person is working below the levels of the majority of peers. |
| The Graduated Approach:  **Second Cycle** | Despite targeted intervention over a period of time, the difficulties are indicated as being pervasive across the majority of skill areas and the achievement gap is increasing proportionally. Other barriers to learning such as speech and language difficulties and social skills problems may become more apparent. The attainment gap increases proportionately when compared with peers. |
| The Graduated Approach:  **Third Cycle** | Despite targeted intervention, the child or young person continues to experience learning, developmental and social needs that are persistent and pervasive. Difficulties impact upon all areas of learning, development and social and emotional progress. A condition or syndrome may have been identified. The child or young person is attaining at a significantly, and increasingly, lower level than peers |

**First Cycle**

Pupils and parents/carers have input to the process of target setting and reviews.

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| **Assess, Plan, Do, Review** | **Curriculum and Teaching Methods** | **Resources** |
| **Assess**  Previous assessments are used to form a baseline. Strengths and weaknesses are analysed using a variety of methods, both qualitative and quantitative.  The class teacher identifies those pupils who may be underperforming, and considers the concerns of parents about their child’s lack of progress.  **Plan**  Smart targets are agreed, an intervention plan is put in place and a review date is agreed.  **Do**  Systematic monitoring of pupil progress in terms of effectiveness of interventions and rate of learning  **Review**  Regular reviews should be held, at an agreed time, to evaluate the impact of the intervention | Access to the National Curriculum/Early Years Foundation Stage with suitable differentiation of teaching and resources.  Individualised arrangements for learning and teaching that build on a pupil’s strengths and learning styles  Specific reinforcement or skill development may be required  Class or subject teacher is responsible for working with the pupil on a daily basis, delivering an individualised or group programme. Additional support may be available from teaching assistants  The SENCo supports and advises the teacher regarding assessment and monitoring | Early Years Profile  Early Learning Goals  Standardised testing materials  opportunities for over-learning  Reading texts should be appropriate to the pupil’s age, stage of development and interests  Practical maths resources  Multi kinaesthetic approaches |

**Second Cycle**

Pupils and parents/carers have input to the process of target setting and reviews.

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| **Assess, Plan, Do, Review** | **Curriculum and Teaching Methods** | **Resources** |
| **Assess**  Qualitative and Quantitative Assessments should concentrate on underlying reasons for slow progress and give a more in-depth analysis of strengths & weaknesses.  Assessment of additional factors, e.g. family and/or environment that are impacting on the child’s learning.  **Plan**  A Support Plan is created identifying the agreed outcomes and planned interventions.  Smart targets are used and reviewed regularly, with the child/young person and parents.  The school maintains records of discussions, plans for intervention and agreed review dates, and provides a copy for parents  **Do**  Consultation and advice from external agencies is included in the Support Plan, and recommended interventions and strategies are implemented  **Review**  Assessment of progress should be analysed in terms of rate of progress, age expectation and comparison with peers starting from the same levels.  Support Plans are regularly reviewed with pupil and carer involvement.  If the pupil continues to make little or no progress, the class teacher, in discussion with the SENCO and parent, may decide to make a referral to an appropriate agency, e.g. Educational Psychology Service, Speech and Language Therapy Service, Therapy Services at Woodview Child Development Clinic etc. | Pupils will be able to access the National Curriculum/Foundation Stage with suitable differentiation and teacher/teaching assistant support  Some pupils may need very considerable differentiation of the curriculum  Opportunities for over-learning and objectives-based interventions are available to pupils outside of ordinary class groupings  New skills to be learnt are task-analysed and broken down into small, sequential steps with plentiful opportunities for maintenance and generalisation of the learnt skills  Precision Teaching methods are used  Additional and different activities are used, including a variety of practical materials and equipment to support learning  Teaching and learning strategies involve multi-sensory media, utilising experiential, verbal, visual and physical methods of curriculum delivery  There will be access to considerable small group, in-class or 1-1 support.  Evidenced based, high quality interventions may be delivered by the class teacher, or by a Teaching Assistant under the guidance of the class teacher  Consideration of careful pairing or grouping to support the pupil’s special needs while providing opportunities for them to excel in areas of strength  Consideration of Learning Styles | School based specialist assessments speech and language, cognition and learning etc.  Team around the Family may be appropriate to support overlapping factors in relation to education, social and health needs  Class/subject teachers are responsible for delivering the Support Plan in collaboration with the SENCo  The additional support through Teaching Assistant time is provided through Elements 1 and 2 of the High Needs Funding Block, funding which is available within the school’s budget.  Additional support provided, where appropriate, from pastoral staff such as Learning Mentors  Additional supervision available at break/lunchtime where appropriate  Whole school training utilising within-school expertise or the support of central support services  Advice from all involved agencies eg Therapy Services, CAMHS, Children’s Social Care  specialist software for literacy, numeracy, touch typing etc  Use of specialist equipment and materials where necessary to aid learning  Alternative methods of recording |

**Third Cycle**

Pupils and parents/carers have input to the process of target setting and reviews.

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| **Assess, Plan, Do, Review** | **Curriculum and Teaching Methods** | **Resources** |
| **Assess**  Specialist assessment will be carried out by the specialist service. If the Educational Psychology service is involved they will carry out a consultation with relevant school staff.  **Plan**  School will develop a SEN Support plan in consultation with the parent and the advisory services involved, implementing the strategies and interventions which have been suggested. The plan will show how provision will be used to achieve desired outcomes  **Do**  Interventions will be in place for an agreed period of time, delivered by the class teacher, or by a teaching assistant under the direction of the class teacher.  **Review**  Reviews will be carried out in consultation with the parents and the specialist service to consider what impact the interventions have had and what progress has been made. The Education Psychology Service would recommend that 2 cycles of Assess, Plan, Do and Review are completed. | Focus on Small Steps planning.  Small group or 1-1 instruction for literacy and numeracy  Some adaptations in class room seating  Create a physical environment that is predictable and consistent using visuals to support familiar routines.  The National Curriculum is differentiated in rate and mode of presentation to take into account the severity of needs  Direct Teaching methods, such  Over-Learning and Precision Teaching  Independence and life skills teaching  May need support for hygiene and toileting.  The advice and recommendations of external agencies should be implemented, namely Educational & Child Psychology, Speech and Language Therapy, Occupational and Physiotherapy, Positive Behaviour Support Team, Primary CAMHS  Referral, where deemed necessary, to the Children’s Disability Team | Central Support Services, such as Specialist Teachers and Educational Psychologists have undertaken assessments and given advice and/or support that is incorporated into the pupil’s Support Plan  The National Curriculum is further differentiated in rate and mode of presentation to take into account the severity of needs  Direct Teaching methods, such as Over-Learning and Precision Teaching are employed consistently.  Experiential learning is encouraged  Independence, social and life skills are taught.  Specific techniques, such a ‘buddy system’ and rewards are used  Use of visual supports |