

Practical Approaches to Support Inclusion for Pupils with Cognition and Learning Needs

Description of Needs	Strategies, Hints and Tips	Examples of outcomes to work towards
<p>The pupil presents with some cognition and learning needs. These are managed well in a mainstream setting with Quality First Teaching approaches and strategies.</p> <p>The pupil may present as having:</p> <ul style="list-style-type: none"> • A lack of confidence with their learning which may present as reluctance, avoidance or emotional reactions. • A need for additional prompts or reassurance from adults in school. • A slower work rate than their peers. • Concerns about getting things wrong. • Difficulties understanding concepts taught and retaining information. • Difficulties across all subjects or in specific areas. 	<p>Focus on: Presence, Inclusion, Belonging, Achievement and Independence.</p> <p>Creating an inclusive classroom ethos</p> <ul style="list-style-type: none"> • Develop a positive classroom environment, based on strong relationships and an ethos that it is fine to make mistakes. • Promote and encourage an ethos where high achievement for all is expected, valued and celebrated. • Promote an ethos of care, mutual respect and support, where effort is valued above attainment. • Use praise to boost pupil confidence and self-esteem. • Act as a role model to the child, for example by letting them know that there are aspects of learning that you find difficult, that you make mistakes and that we make progress by practising. Practice makes improvement. • Offer support but also encourage and promote independence (to reduce reliance on adult support). Encourage independence through a staged process, displayed visually in the classroom and regularly referred to, for example Pupil tries themselves, then asks another child sitting near them or uses a tool, strategy or resource in the classroom before asking an adult. Reinforce the message that it is always best to try if adult support is not instantly available. • A system of classroom rewards that are linked closely to the ethos of the class and school and to specific areas of learning/personal goals. • Consistent expectations and approach from all adults working in the class. 	<p>Some pupils may benefit from a 'short note' that details areas of concern and actions that will be taken to support with this.</p> <ul style="list-style-type: none"> • Children will follow learning outcomes the rest of the class are working towards, with some degree of adaptation, when appropriate. For example, X can read 20 words from the Year 3 Common Exception Word List may be X can read 10 words from the Year 3 Common Exception Word List.

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	<p data-bbox="658 201 1057 229">General Teaching Approaches</p> <ul data-bbox="658 252 1572 1430" style="list-style-type: none"> <li data-bbox="658 252 1572 322">• When possible, tailor learning tasks to interests of pupils and topics that will appeal to them. <li data-bbox="658 338 1572 443">• Regular opportunities to recap and practise skills learnt – opportunities for repetition and reinforcement are part of whole class teaching, group work and follow up tasks. <li data-bbox="658 459 1572 564">• Access to appropriate resources to support learning such as the use of concrete materials and visual prompts (see specific examples in the Resources section below) <li data-bbox="658 580 1572 686">• Additional time to answer questions and complete tasks, in response to varying processing speeds pupils may have. Reduce the quantity of work expected in a given time frame. <li data-bbox="658 702 1572 852">• Allow thinking time before expecting child to answer questions, so they can process information and organise their responses. It can be helpful to give some pupils advance warning that you will be coming to them soon for an answer. <li data-bbox="658 868 1572 938">• Well-structured lessons that are broken up into manageable sections. <li data-bbox="658 954 1572 1024">• Effective deployment of staff to intervene and support at the appropriate moment to support a pupil learning. <li data-bbox="658 1040 1572 1110">• Provide regular opportunities for whole class brain and movement breaks. <li data-bbox="658 1126 1572 1260">• Have a flexible approach and an open mind to adaptations that could be made, for example do all pupils need to produce a written response in order to demonstrate their understanding and what they have learnt or could they show this in a different way? <li data-bbox="658 1276 1572 1430">• Access to alternative methods of recording learning, for example mind maps, visual story board, diagrams, use of ICT, some additional adult support (when available as part of general classroom support). 	

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	<ul style="list-style-type: none"> • When differentiating/adapting tasks, consider content, pace and outcomes. • Use clear and concise language. Do not provide too much information all at once; chunk information shared and repeat to ensure pupils have heard and understood. Whenever possible use visual cues to support with this. • Check in with pupils regularly to ensure understanding and retention of key concepts / instructions. • Use of timers to help pupils complete tasks in given times. • Eliminate unnecessary writing tasks for some pupils, such as writing the learning objective, title or full date. • Minimise demands copy from the board. Print out copies to be displayed on tables. • Consider allowing extra time for informal assessment tasks and emphasise the importance of accuracy ahead of speed, especially when evaluating performance. • Consideration about appropriate seating positions in class that will best support individual pupils with their availability for and engagement in learning, for example some children might be best sitting in a particular part of the classroom where there are minimal distractions. • Plan lessons and activities that accommodate different learning styles, for example visual, auditory and kinaesthetic. • Provide a predictable, structured routine and use a visual class timetable to support with this. • Use teaching approaches that place emphasis on direct teaching, differentiation/ adaptation and practical tasks. • Guide pupils to reflect on the progress they have made and areas they would benefit from further practice and support with. 	

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	<ul style="list-style-type: none"> • Regularly reflect on and review teaching approaches in terms of their effectiveness in supporting progress for all children. Amend and adapt, as necessary. • Use marking and feedback and summative and formative assessments to respond quickly to misconceptions, underachievement or slow progress. • Adapt the curriculum and lessons according to pupils' levels of attainment rather than the year group they are in, for example reading books and spellings should be matched closely to pupil ability. • Access to some adult support, as part of whole class and group practices, to enable pupils to access the curriculum and record their learning. For example a teacher may work with a group during a lesson and act as a scribe for some pupils' ideas for a writing task. Or a Teaching Assistant may act as a reader with a group of pupils so they access word problems in maths lessons. • Appropriate adaptations to homework activities (including spellings) to ensure they are accessible to all. • Refer to recommendations from the Education Endowment Foundation Guidance reports EEF (educationendowmentfoundation.org.uk) <p>Subject Specific Teaching Approaches</p> <p>Reading</p> <ul style="list-style-type: none"> • Develop a positive reading ethos and environment across school and in individual classes. Some suggestions include: • Well stocked and presented reading areas/libraries. Pupils involved in selecting books and promotion of new texts. • Availability of a range of text types, for example comics, magazines, graphic novels, text on screen, picture books, blank books. 	

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	<ul style="list-style-type: none"> • Availability of audio books • Make sure reluctant readers can access and enjoy text during dedicated reading time (in a format that works for them) rather than just sitting there pretending they are reading. • Paired and shared reading experiences – with pupils the same age and pupils of different ages. • Class novels, frequent opportunities to listen to stories/texts • Opportunities for DEAR (<i>Drop Everything and Read</i>) • Teachers sharing their love of reading with classes and, across school, during assemblies and days to promote reading, for example <i>World Book Day</i>. • Regular reading practice with a competent reader and dedicated reading time. • Well planned/well taught structured phonic approach to reading, including robust assessment procedures. • Regular opportunities to match sounds and symbols. • Availability of modified texts, e.g. increased spacing between words/lines of texts, different size and type of fonts • Structured reading schemes. • Opportunities to practise sight-reading vocabulary, for example through games such as matching words, visual memory games with words. • Use whole class vocabulary development strategies, for example Word Aware Word Aware - Thinking Talking pre teaching vocabulary approaches, word webs, word of the week. • Opportunities to use role play and drama to bring texts to life. • Play multisensory games with words and texts, for example link words to actions Action Words resource 	

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	<p>https://www.brownsbfs.co.uk/Product/Lynas-Maureen/Action-Words-Resource-Book-1/9781903770047</p> <ul style="list-style-type: none"> • Availability of standard reading technology, for example Read Aloud, Immersive Reader, Word Talk, Natural Reader. • Availability of coloured overlays/coloured reading rulers that may make reading more visually comfortable for some pupils. Reading rulers and/or reading windows can also help pupils keep their place when reading. • Tasks to develop visual perceptual skills, for example dot to dot, mazes, wordsearches, tracking, • Use an easily decodable book when targeting reading comprehension skills • Explicitly teach comprehension skills, for example inference, skimming and scanning, prediction, vocabulary clarification. • Consider Blank Language Levels when planning comprehension activities so questions asked are at an appropriate level <p><i>Writing</i></p> <ul style="list-style-type: none"> • Availability of writing scaffolds as part of whole class approaches, for example writing frames, spelling banks, phoneme prompts, sentence starters, illustrated word banks. • Instructional task lists as part of whole class approaches, ideally with some visual prompts. • Access to alternative ways of recording ideas for writing – story map, mind map, alternative ways of recording, comic strips, annotations. • Talk for Writing approaches provide helpful scaffolding, modelling and visual prompts for pupils – imitation, innovation and invention. Talk for Writing (talk4writing.com) • Availability of voice recorders/memos to support pupil's recollection of their ideas 	

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	<p>Handwriting</p> <ul style="list-style-type: none"> • Use of Pre Writing Shapes Check with children in Early Years and Year 1 and plan multisensory activities to practise these. • Access to promote appropriate pencil grips and make writing more comfortable for all pupils, for example sloping writing surface, pencil grips, specially shaped pens and pencils, for example STABILO easiwrite • Tasks and activities to support the development of fine motor skills, for example Dough Disco, playdough, clay, threading, for example Write From The Start, It's in the bag. • Guides to show correct placement of paper. • Modified lines and exercise books, including squares. <p>Spelling</p> <ul style="list-style-type: none"> • Provide a range of ways of teaching and learning spellings. Refer to handout by the Cognition and Learning Team Advice on Teaching and Learning Spellings. Examples include: • Regular multisensory spelling practice • Phoneme frames/sound buttons for spelling and reading • Cued spelling • Mnemonics • Magical Spelling approach Home - Magical Spelling • Alphabet Arc • Non-negotiable spelling approach • Spelling games • Differentiated spelling lists, for example fewer words to learn, increased practice sessions throughout the week (in school), alternative words to learn. • Electronic spellcheckers • Durham SEND & Inclusion App Resource (see Spelling section) www.countydurhamfamilies.info/sendapp 	

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	<p><i>Maths</i></p> <ul style="list-style-type: none"> • Use a CPA approach (Concrete/Pictorial/Abstract) • Visual displays with key language and learning – Maths Learning Wall • Use a starter which helps make links between prior knowledge and experiences to support retrieval and consolidation of learning. • Pupils can feedback their thinking in different ways using tools such as whiteboards, number cards, practical materials. • Use a variety of representations: numerical, pictorial, physical during class tasks. • Allow children access to support resources such as manipulatives, 100 squares, number lines. These resources need to be readily accessible to all pupils at all ages and stages of learning. • Enable pupils to understand the links between the manipulatives and the mathematical ideas which are being represented. • Enable children to select resources to scaffold their learning in order to work with a greater level of independence and confidence. • Manipulatives could include: tens frames, dienes, Numicon, two sided counters, coins, dice, place value cards/discs, bead strings, interlocking cubes. • Guidance around using a CPA approach can be found on the NCTEM website (National Centre for Excellence in the Teaching of Mathematics). • Some suggested schemes and programmes include, White Rose Maths, NRICH Maths Power Maths, I see Maths, Times Tables Rock Stars (be aware some children will need response times to be amended, due to their processing speed) Number Bots, Primary Games, Top Marks, Number Shark. 	

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	<p>Recommended General Resources to be available to all children and used, as required.</p> <ul style="list-style-type: none"> • Phonics mats, writing prompts, vocabulary mats, calculation methods, place value prompts, classroom labelling. • Group visual checklists. • Maths manipulatives, for example tens and ones cubes, Numicon, place value cards/counters, Cuisenaire rods. • Writing scaffolds – cue cards for spellings, sentence starters, nouns, adjectives, grammatical cues, etc. • Access to simple devices to aid access to the curriculum, for example sloping writing surface, pencil grips, range of scissors. • Multisensory task cards to support memory. • Phoneme frames/sound buttons for spelling and reading. • Coloured overlays/coloured reading rulers. <p>Assistive Technology</p> <ul style="list-style-type: none"> • Audio recording devices, for example on an iPad or a talking tin. • All standard high-tech solutions and software. • Durham SEND & Inclusion App Resource www.countydurhamfamilies.info/sendapp 	
<p>The pupil has clearly identified cognition and learning needs. They can access the curriculum and make progress with Quality First teaching and targeted strategies/reasonable adjustments detailed on a SEND Support Plan. These are monitored by the SENDCO and reviewed regularly with parents.</p> <p>The pupil may present as:</p>	<p>Please refer to all hints and tips above.</p> <ul style="list-style-type: none"> • Creating an inclusive classroom ethos • Provide additional reassurance and encouragement to groups and individuals, as required. • Additional group rewards linked to outcomes and areas the pupil finds difficult • Empathy from all staff who work with the pupil about areas of learning they find especially challenging and adaptations made in response to this, for example if a pupil finds reading difficult do not 	<p><i>Pupils will have a SEND Support Plan that has clear SMART targets and details of support that is additional to and different from other pupils.</i></p> <ul style="list-style-type: none"> • <i>To spell 20 words from the Year 3 Common Exception Word List.</i> • <i>To read words containing the digraphs sh, ch and th.</i> • <i>To identify initial phonemes in given words.</i>

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<ul style="list-style-type: none"> • Having moderate but persistent cognition and learning needs. This may be across the curriculum or in specific areas, for example reading, spelling, maths. • Working below expected outcomes for their age and making progress at a slow rate. • Requiring additional support to engage in learning tasks, access the curriculum and make progress. • Having difficulties keeping up with the pace of lessons. • Being overwhelmed with learning tasks. • Having difficulties with independence and organisational skills. • Having increasingly negative views towards learning and/or school life. • Being anxious about learning and/or school life. 	<p>ask them to read aloud in front of their peers, unless they offer to do so.</p> <p>Teaching Approaches and Strategies</p> <ul style="list-style-type: none"> • Inclusive teaching with emphasis on small steps and a graduated approach. • Prompts are used to check understanding of tasks, reframing of tasks and understanding of instructions to work towards individual learning. • Repetition of concepts used within lessons. Pre and post teaching to support retention. • Adult mediation, modelling, scaffolding and extending play, language or thinking skills. • Lesson outcomes are modified to a more significant level. • Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources. • Pupils have access to short to medium term support/interventions led by adults. They would usually be to develop literacy and numeracy skills, for example, LEXIA, Reading Plus, Reading Recovery, Toe by Toe, Word Wasp, Power of 2, Year 7 Catch Up. • Planned small group interventions/support programmes are facilitated as part of weekly tasks. • Alternative methods of recording (see Quality First Teaching section above for examples) are used more frequently. • Amendments are made to an existing scheme of work to allow for certain pupils to access the lesson more efficiently, for example yellow backgrounds to allow for pupils showing signs of visual stress/dyslexia. • Activities and time built into lesson planning to give opportunities for pupils to work on their own outcomes. 	<ul style="list-style-type: none"> • To write a simple sentence, using scaffolds and tools to support, for example a spelling bank. • <i>To recall number bonds to 10.</i> • <i>To recall facts from the 6 and 7 times tables.</i> • <i>To access and use a range of strategies to support working memory skills.</i>

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	<ul style="list-style-type: none"> • On-going opportunities for support focused on specific outcomes with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models /focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Increase of highly structured and multi-sensory approaches to learning. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence (to a group rather than whole class level). • Ensure systems of assess, plan, do, review cycles are in place, with guidance from SENCO and other leaders, when appropriate. Ensure parents/carers are involved in planning and reviewing progress by seeking their views and providing regular updates and progress towards outcomes. <p>Recommended Resources</p> <ul style="list-style-type: none"> • Visual task cards to support processing skills and auditory working memory. Adapted to a group or individual level. • Bespoke interventions, for example Colourful Semantics to support structure in writing tasks, Word Wasp, Hornet, Toe by Toe, Plus 1, Power of 2, Phame, PAT (Phonological Awareness Training), precision teaching, Matching, Selecting, Naming approach. • Additional communication strategies, use of augmentative sign systems, for example Makaton, and use of symbols. • Individualised Maths Tool Kit (a pack of resources with equipment that other pupils in the class might not routinely need). • Literacy supports that are adapted to the pupil's current development stage, for example they may have a personalised 	

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	<p>spelling bank rather than just accessing word banks that are available in class to all pupils.</p> <p>Assistive Technology</p> <ul style="list-style-type: none"> • See recommendations in the Quality First Teaching section above. Increased time will be needed from staff to personalise ICT support for groups and individuals. 	
<p>The pupil has significant and persistent cognition and learning needs. They require a high level of support and a personalised approach to enable them to access the curriculum and make progress.</p> <p>They may present with the following:</p> <ul style="list-style-type: none"> • The pupil is operating at a level significantly below age expected outcomes and there is often evidence of an increasing gap between them and their peers. • Significant and persistent difficulties in the acquisition/use of language / literacy / numeracy skills. • Progress is often in very small steps. • Significant difficulties with the retention and recall of prior learning. • Significant and enduring difficulties with concept development and logical thought. • Possibly some complexity of other needs. 	<p>Please refer to all hints and tips above.</p> <ul style="list-style-type: none"> • Creating an inclusive classroom ethos • Provide regular and substantial reassurance and encouragement to the pupil, to support their continued inclusion and engagement in tasks. <p>Teaching Approaches and Strategies</p> <ul style="list-style-type: none"> • An increasingly personalised and bespoke curriculum including a high level of adult support to meet individual needs (one-to-one and group support). • Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. • Outcomes will be more personalised to the specific outcomes and interventions needed to support progress. • Frequent and intensive adult support and intervention to model, scaffold and support learning tasks, whilst encouraging and supporting independence with tasks pupils are familiar with. • Adult support in class to take notes based on spoken lesson content and class discussion so that the pupil has access to all learning points (this may be done electronically). • Adult provides specific support and check ins for a higher proportion of lessons to support with understanding of instructions and tasks. 	<p>Outcomes will become more personalised to the individual needs of the pupil and specific interventions they need to support their progress.</p>

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<ul style="list-style-type: none"> • Significant difficulties with organisational skills and independent learning. • SEMH needs - low self-esteem and anxiety about learning. Frustration may lead to emotional outbursts or refusal to engage in learning tasks. • An increasingly negative view of learning and school which may lead to difficulties with attendance/school refusal. 	<ul style="list-style-type: none"> • Adult to provide support to implement learning at a significantly different pace and level. • Adult to provide and facilitate increased and extended play experiences, to support the development of imagination, concepts and problem solving. • Ongoing in depth pre and post teaching support to ensure pupils have the necessary knowledge and are familiar with new language, subject specific vocabulary and concepts which will be used in lessons. • Outcomes and interventions are planned using guidance from other professionals, where appropriate, for example Educational Psychologist and/or Advisory Teachers from the Cognition and Learning Team. <p>Assistive Technology</p> <ul style="list-style-type: none"> • Non-standard high tech solutions, for example Laptop or Chromebook or tablet/computer with specialist software/apps recommended by other professionals. • Any non-standard hardware and software/apps licences, for example Clicker 8. <u>Clicker for Windows / Mac - Literacy software</u> <u>Crick Software</u>. Activities are adapted to an individual level and staff time is needed to prepare these. Staff have accessed training so they are aware of all features that can support the pupil. • When appropriate, peripheral aids to be used with the above, for example alternative mouse, alternative keyboard, keyguards. • When required, highly specialised/bespoke high-tech solutions, for example eye gaze devices, switch access devices, AAC (Augmentative and Alternative Communication) aids. 	