2.5 The Graduated Approach: Cognition and Learning

Support for learning difficulties may be needed when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. CYP with moderate learning difficulties (MLD) may need extra support in some areas of the curriculum. Those with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Children and young people with profound and multiple learning difficulties (PMLD), are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Sections 6.30 & 6.31, SEND Code of Practice

"I like it when my teacher puts a dot on the line – this helps me know I have made a mistake on that line but I have to work out what it is."

- Pupil from a SG primary school

Within this broad area of need there are learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties. It is important, as with all children and young people (CYP), to see beyond the label and assess the needs of the individual. It is also important to support children and young people with cognition and learning needs in becoming as independent in their learning as possible and not be overly reliant on adult support. Preparing for adulthood from the earliest years is a key principle of the 2015 Code of Practice and it is important that all teachers enable CYP to have the information and skills they need to help them gain independence and prepare for adult life.

Many CYP show a slower rate of progress than their peers, which can be due to a range of factors. It cannot be assumed that they have a special educational need as their rate of progress, over time may increase through high quality teaching and differentiated in-class support. For some CYP, cognition and learning needs may only impact on specific areas of the curriculum such as reading, writing, spelling and

number processing and calculation (which will impact on learning across the curriculum). Other CYP with cognition and learning needs may have difficulties in other curriculum-related areas such as:

- processing difficulties such as sequencing, inference, coherence and elaboration
- working memory
- short term verbal memory
- understanding abstract ideas

School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils

- Sections 6.4 and 6.5, SEND Code of Practice

Where a CYP is identified as having SEND, schools and settings should take action to remove barriers to learning and put effective special educational provision in place. This graduated response for SEND support is the four part cycle of: assess, plan, do and review which should ensure that there is a growing understanding of the CYP needs, supporting the CYP in making good progress and securing good outcomes.

What does good quality, universal inclusive teaching, look like for CYP with cognition and learning needs?

In March 2020, the Educational Endowment Foundation released its guidance report on Special Educational Needs in Mainstream Schools. The report made five key recommendations which should be the focus for school improvement:

- ✓ Recommendation 1: Create a positive and supportive environment for all pupils, without exception.

- ✓ Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs.

- ✓ Recommendation 3: Ensure all pupils have access to high quality teaching.

- ✓ Recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions.

- ✓ Recommendation 5: Work effectively with teaching assistants.

The full report can be accessed [here](#).

Working with parents/carers and others

✓ Talk with CYP and their parents to develop a good understanding of CYP's strengths and areas of difficulty. Use this information to develop knowledge and expertise around the CYP's SEND.

✓ If professionals have been involved, follow advice or the actions agreed and identify the most effective strategies.

✓ Plan differentiated classroom support to maximise learning.

Build an understanding of CYP and their needs

✓ Build on CYP's strengths – develop meta-cognition and CYP's awareness of what works for them.

✓ Know the barriers to learning CYP have and in which areas/subjects.

✓ Share appropriate information with staff.

✓ Ensure advised access arrangements for tests and exams are applied for and practised.

✓ Use SMART targets that are relevant for the CYP and created as a collaborative approach between CYP and teacher. For example, if a CYP is consistently getting 3/10 for spellings reduce the number of words to learn to 3 and they can then achieve 100%.

Create positive and enabling environments

✓ Ensure CYP feel safe and supported, building positive relationships so that CYP feel valued.

✓ Conduct a sensory audit to ensure no aspect of the environment is negatively impacting CYP's ability to learn.

✓ Check any seating plan:

- Make sure the CYP can hear instructions clearly, without interference.

- Check CYP has a clear view of the board, worksheets, visual aid and teacher.

- Check lighting is adequate.

- Group CYP flexibly: for a specific purpose e.g. guided groups, collaborative learning, so they can draw on each other's strengths and skills, as peer support – 'buddies,' 'learning partners'.

- ✓ Organise classrooms with labels and picture symbols with a visual timetable if appropriate.

- ✓ Prompt, model and explicitly reinforce positive learning behaviours which are based on shared expectations.

- ✓ Celebrate positive behaviours by providing specific praise about the effort and approach the CYP took, this will foster motivation and increase participation.

- ✓ Establish relentless routines so that CYP know what to expect.

- ✓ Make regular 'check ins' to CYP with specific positive praise.

- ✓ Give alternative ways for CYP to share their views with a class, e.g. use of partner voice, technology, post-it notes etc as not all CYP feel confident/comfortable in talking in front of others.

- ✓ Ask CYP what helps them access text. The following may not work for everyone however, dyslexia charities and support groups say that you can make reading text more accessible by:

  - Increasing the font size to 12-14.

  - Sans Serif font is generally considered to be more accessible.

  - Avoid block capitals, underlining and italics.

  - Use bold and highlight for emphasis.

  - Left justify text.

  - Some learners are affected by bright white paper so use a softer colour.

  - 1.5 line spacing makes text easier to process.

  - Cut longer texts up into paragraphs or use bullet points.

- ✓ Have readily available a range of supportive tools e.g. coloured overlays, word mats, key words with definitions, table square, writing scaffolds, graphic organisers, task planners, calculators, sand timers, post-it notes etc.

- ✓ Use visual and concrete materials with everyday examples and contexts to illustrate ideas.

Plan a relevant and ambitious curriculum

- ✓ Plan an interleaved inclusive curriculum so that CYP revisit key knowledge and practise skills many times until embedded in their long term memory.

- ✓ Map out the big concepts in a subject and identify how they develop across years and key stages. Sharing these 'big ideas' with CYP and for example, constructing with a class, a concept map at the beginning of a unit of work can really help CYP see where they are in their learning and where they are going.

- ✓ Show how the 'what', 'why' and 'how' CYP are learning links with other work and other subjects.

- ✓ Plan engaging lessons that build on CYP's strengths as learners using flexible groupings.

- ✓ Identify what support is needed for CYP to access the curriculum. Find out what CYP strengths are as learners as well as their barriers.

Support CYP in the classroom

- ✓ Check understanding by asking CYP to explain what they have to do.

- ✓ Make explicit links with previous learning.

- ✓ Explicitly teach CYP metacognitive strategies, including how to plan, monitor, and evaluate their learning. See here EEF 2018 guidance report, '*Metacognition and Self-Regulated Learning.*'

- ✓ Model your own thinking to help CYP develop their metacognitive and cognitive skills.

- ✓ Explicitly teach CYP how to organise and effectively manage their learning independently.

- ✓ Give explicit instruction, teaching skills and concepts in small steps:

    • using examples and non-examples;

    • using clear and unambiguous language;

    • anticipating and planning for common misconceptions; and

    • highlighting essential content and removing distracting information (EEF Guidance Report);

- ✓ Support memory through explicit demonstration and modelling.

- ✓ Reduce memory load e.g. break down tasks to 'bite-size' learning tasks, use signal words – there are three things to remember - count them off on fingers, use a task board so CYP can write or teacher can write 2/3/4 tasks to do in the right order.

- ✓ Encourage 'teaching on' if CYP can teach it they are more likely to understand it.

- ✓ Give instructions in small chunks with visual clues. Keep instructions in the order of the activity.

- ✓ Ask specific questions to ensure instructions have been understood.

- ✓ Plan so there is repetition and reinforcement of learning in a variety of contexts – opportunities to embed learning.

- ✓ Make abstract concepts concrete, e.g. water cycle turned into pictures or acted out or modelled with resource.

- ✓ Plan so that CYP's understanding can be demonstrated in a variety of ways.

- ✓ Plan and use multi-sensory teaching approaches (visual, verbal, kinaesthetic and auditory).

- ✓ Use simple illustrations, linked, closely to the text, that use colour and line thickness to draw attention to the features being studied.

- ✓ Clarify, write up, display and return to new or difficult vocabulary. Prime CYP by pre-teaching subject specific vocabulary. Refer here to 2019 EEF Guidance '*Improving Literacy in Secondary Schools'.*

- ✓ Give planned alternatives to paper-and-pen tasks, where appropriate.

- ✓ Use to-do lists to help CYP see what has to be done and in what order of priority.

- ✓ Use flow charts, mind maps, charts, pictures and diagrams to clarify instead of just linear notes.

- ✓ Chunk the lesson – allowing breaks if required – building in movement during the lesson every 15 minutes or so.

- ✓ Give extra thinking time to process information and to respond to questions – at least six seconds. Give rehearsal time e.g. 'Think, Pair, Share'.

- ✓ Modify language to reduce memory / processing demand.

Utilising Technology

- ✓ Plan for the effective use of ICT as an access strategy e.g. touch typing, screen reading, speech-supported or sign-supported software e.g. Dragon or Read Write Text Help.

- ✓ More guidance on the successful use of technology can be found in the EEF guidance report Using Digital Technology to Improve Learning.

Identifying the needs of learners: Cognition and Learning - Universal: All

Universal high quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

Many CYP may show a slower rate of progress than their peers. This could be due to a range of factors and may be short term. Often CYP's rate of progress will increase through high quality teaching and in-class support.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
Low attainment and progress. Gap beginning to widen between CYP and their peers. This could include: Difficulty following instructions. Literacy difficulties e.g. difficulty with phonological awareness, inaccurate word decoding, difficulty with spelling. Difficulty in finding the right word to describe things. Poor short term and/or working memory. Takes longer than average to complete written tasks. Low self-esteem and wellbeing.	Discussion with the CYP parents/carers, to establish their views and experience of the CYP and their needs. Check: ▪ hearing and vision, ▪ any relevant health records, ▪ if in KS1, EYFS data and records, ▪ attendance data, ▪ the school/setting Accessibility Plan review how the school is: improving the physical environment; making improvements in the provision of	Simple changes to the classroom environment that takes account of learning needs e.g. the use of symbols, labelling. Consider flexible and appropriate CYP groupings, seating arrangements and surroundings – enabling environments to support learning. School resources and curricula should be diverse in terms of race, ethnicity, gender, disability, age, faith, family situation and actively challenge negative stereotypes and therefore support CYP's positive sense of self and wellbeing. Plan appropriate strategies from universal inclusive teaching which may include: - Make explicit links with previous learning,

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
Written work doesn't reflect verbal ability. Needs additional time to produce an oral response. Numeracy/mathematical difficulties e.g. problems with counting, difficulty remembering how numbers are written, a poor understanding of place value and its use in calculations. Difficulty in understanding abstract concepts. Average or above levels of reasoning ability with some discrepancies between attainments in different core subjects or within one core subject of the NC.	information; increasing access to the curriculum for the CYP. ▪ If CYP has medical needs is there an up to date policy and clear systems for communicating with staff. - Assess and identify needs across the curriculum – identify barriers to learning, - Collate current assessments, - Carry out further assessments as necessary, to identify specific difficulties, which may include: ▪ CYP observations/CYP voice, ▪ Criterion referenced tests, ▪ Screeners, ▪ Standardised tests, ▪ Early concerns profile e.g. neurodiversity checklist. See links at the end of the document.	- Resources to support e.g. coloured overlays, word mats, key words with definitions, table square, writing scaffolds, graphic organisers/ task planners, timers, - Visual and concrete materials with everyday examples and contexts to illustrate ideas, - Instructions given in small chunks with visual clues, - Abstract concepts made concrete, e.g. water cycle turned into pictures or acted out or modelled with resource, - Effective use of ICT as an access strategy e.g. speech-supported or sign-supported software, - CYP grouped so they are able to draw on each other's strengths and skills, - New or difficult vocabulary clarified, written up, displayed, returned to, - Check for understanding of instructions, e.g. by asking a CYP to explain them in their own words - Tasks clearly explained or modelled, - Regular 'check ins' with specific positive praise,

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
	- Review current provision. Has the CYP accessed high quality teaching across the curriculum? - Discuss concerns with SENCo who may seek advice from other services such as: ▪ Speech and Language ▪ Educational Psychology ▪ Occupational Therapy ▪ Inclusion Support ▪ Curriculum Support ▪ Behaviour Support ▪ Dyslexia screening ▪ Therapeutic Services	- Planned alternatives to paper-and-pen tasks, where appropriate, - Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it, - To-do lists to help CYP see what has to be done and in what order of priority, - Use of flow charts, mind maps, charts, pictures and diagrams to clarify instead of just linear notes.

How do we track and record progress and outcomes? ➡️ **Review**

In consultation with the CYP's family, there will be regular reviews of children and young people's progress and attainment, in line with the school's whole school assessment cycle. Reviews are key to the assessment process and should be fully recorded.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
After an agreed amount of time if progress is not made through universal provision, high quality teaching that is adapted to meet the needs of individual learners, the SENCo, in discussion with parents may agree the CYP has special educational needs.		

Identifying the needs of learners: Cognition and Learning – Targeted: Some

Some children and young people's cognition and learning needs cannot be met by universal provision over a sustained period of time and require more targeted support. These CYP can be described as having either general or specific learning difficulties.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
Gap between the CYP and that of his/her peers significantly wider than would be expected for CYP of his/her age. May have more difficulties than their peers with understanding, thinking, problem-solving, retaining information, concepts and skills and communicating. May have general learning difficulties in acquiring and retaining a broad range of skills and concepts or they may have more specific learning difficulties (e.g. difficulties with maths or with literacy).	In discussion with family place CYP on SEN Register as SEN Support (Code K). As with universal check: - hearing and vision have been recently checked - attendance data - seating plan - school/setting accessibility plan and how the school is: improving the physical environment; making improvements in the provision of information; increasing access to the curriculum for the CYP	Continue with any relevant strategies from Universal: All, plus: - Continue to identify a CYP's strengths and barriers to learning develop meta-cognition and CYP's awareness of what works for them. - Some CYP will require a more planned and personalised curriculum e.g. young children may require an extended opportunity to learn through a play-based curriculum. - Alternative methods for recording should be encouraged e.g. mind mapping, IPads, tablets, talking tins. - Where assessments indicate that additional intervention is required, targeted support should be time limited with clear outcomes. A date should be set for monitoring the effectiveness of the intervention. There should be close collaboration between the teacher and support

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

What can we see? Assess	How should we respond? **Plan & Do**	What strategies/support can we put in place?

Persistent difficulties in acquisition of reading, writing, oral or number skills, which do not fit his/her general pattern of learning and performance.
 	
Social and emotional difficulties and mental health concerns which might be associated with learning needs or independent of them.
 	
Very specific difficulties identified associated with dyslexia, dyspraxia e.g. affecting literacy skills, special and perceptual skills and fine and gross motor skills.
	- school behaviour and equality policy and that 'reasonable adjustments' are made to support the CYP's needs
	
	- If the CYP has medical needs is there an up to date policy with clear systems for communicating with staff?
	
	In addition to universal assessment and planning approaches, some CYP will require:
	
	- In consultation with the school SENCo a thorough assessment of need before planning provision. This to include review of curriculum access, progress and attainment as well as other diagnostic tests as appropriate. This could include:
	
	  ▪ CYP observations/CYP voice
	
	  ▪ Criterion referenced tests
	
	  ▪ Screeners
	
	  ▪ Standardised tests
		or specialist teaching staff delivering interventions based on a clear analysis of need.
		
		- Additional adult support may be required at an individual level or within a small group to provide a range of evidence-based interventions and support approaches. Interventions should be delivered by suitably trained adults with an expectation that learned skills are transferred to the classroom.
		
		Additional support could include:
		
		- Pre/post teaching new skills and concepts including identifying and pre-teaching subject specific vocabulary, supported with visuals as appropriate,
		
		- Regular, specific focused teaching from teacher and/or teaching assistant,
		
		- Evidenced based interventions,
		
		- Individual and/or small group support to implement highly structured personalised reading and/or spelling programmes e.g. Inference Training, The Reading Repair Kit,

What can we see? Assess	How should we respond? **Plan & Do**	What strategies/support can we put in place?
	▪ Parent/carer meeting ▪ Early concerns profile e.g. neurodiversity checklist (see links at the end of the document) - Liaison and consultation with external professionals and support services as appropriate (see Universal). Agree how best to communicate aspiration, need, outcomes and provision to staff: ✓ Person centred ✓ Co-produced ✓ My Support Plan (see section 6.2) - Assess, plan, do, review support plan written with CYP and their family and reviewed at least three times a year. Where additional/different targeted provision is planned for, check there are clear and expected outcomes linked directly to the	- Delivering instructions in short chunks and checking for understanding, giving the CYP time to process language and respond - Individual and/or small group support to implement highly structured personalised numeracy programmes on a daily basis e.g. Numicon, Precision Teaching, Plus One, Power of 2. - Incorporate external advice to high quality teaching and interventions. - Access to ICT and specialist equipment and materials as necessary e.g. Clicker 7, Dragon Dictation, Read Write Gold, apps such as Storymaker. - Opportunities for over-learning and repetition. http://www.interventionsforliteracy.org.uk/ https://educationendowmentfoundation.org.uk /evidencesummaries/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/tools/

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
	provision. A detailed support plan may include a provision map and/or personalised timetable. - Ensure staff have appropriate CPD and develop skills, knowledge and understanding in working with CYP with specific needs. - Implement strategies up to agreed financial levels: AWPU plus up to a maximum of £6,000 - If CYP has more complex needs and if appropriate, refer CYP to SEND Cluster for strategic leadership funding or individual CYP funding (submit costed provision map). Clusters may also support schools through CPD for identified training needs.	
How do we track and record progress and outcomes? **Review**		
Reviews are key to the 'assess, plan, do, review' process and should be fully recorded. Reviews should include specific reference to progress towards desired outcomes and targets.		

What can we see? Assess	How should we respond? **Plan & Do**	What strategies/support can we put in place?

Reviews of progress should take place at least three times a year. Parents and carers *should always* be invited to review progress. CYP's views *should always* be sought as part of the review process
 	
Assess, plan, do, review support plan which should include:
 	
    ✓ Parental and CYP views,
 	
    ✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review.
 	
How do we review the quality, effectiveness and impact of provision?
 	
    ✓ Discussion with CYP and their family on the progress the CYP has made towards their targets,
 	
    ✓ The effectiveness and impact of the strategies used,
 	
    ✓ Where appropriate the impact of advice given by external professionals involved with the CYP.
 	
If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in making good progress and securing good outcomes.
 	
When reviewing progress that has been made the CYP may:
 	
    ✓ no longer need SEN provision and their needs will be met through universal provision,
 	
or
 	
    ✓ continue to need SEN provision as their needs cannot be met through universal provision,		

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?

or

✓ require more targeted personalised support.

Golden Thread: ➡️ Aspiration   ➡️   Need   ➡️   Outcome   ➡️   Provision

Note: For the vast majority of children and young people identified at SEN Support their needs will be met, throughout their schooling, through high quality universal provision and targeted support. The cyclical process of assess, plan, do, review will become increasingly personalised drawing on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of CYP. SEN Clusters will support schools in meeting high needs of CYP identified at SEN Support. This may be at a whole school, strategic level or at a CYP, individual level.

Identifying the needs of learners: Cognition and Learning – Specialist: few

A **few** children and young people do not respond to targeted support delivered over a sustained period of time and require more specialised intervention and provision. These CYP may have an Education, Health Care plan while others will continue to have their needs met through a specific and focused SEN Support plan. These CYP's learning difficulties range from moderate to severe, complex and profound and their needs will impact on all areas of the curriculum.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
Limited progress even with - high quality teaching that is adapted to meet needs, - individualised assessment that leads to a growing understanding of the barriers to and gaps in the CYP learning, - targeted intervention, - evidence over time of cyclical process of assess, plan, do, review which has become increasingly personalised. Observed persistent and significant difficulties in the acquisition of reading, writing, oral or number skills, which	In addition to universal and targeted assessment and planning approaches a few CYP will require: - additional specialist assessments in order to contribute to a specific and focused SEN support plan, - thorough assessments using both quantitative and qualitative measures with an agreed baseline from which progress can be measured, - for a few CYP, a co-ordinated multi-agency approach will be needed and these CYP may require an Education, Health Care Needs Assessment which may lead to an EHC plan.	Continue with any relevant strategies from Universal: All, Targeted: Some, plus - A clear range of strategies and approaches to support differentiated day-to-day teaching, agreed by all those involved, based on specialist advice - A few CYP may require a highly modified learning environment to meet individual needs - Targeted provision that addresses the CYP needs is planned, with agreed outcomes and review points

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
requires high levels of personalised support. CYP accesses a highly personalised curriculum and accesses alternative accreditation or pre-entry level qualifications. Inability to concentrate even with personalised targeted support. Low self-esteem, frustration in inability to access learning leading to complete disengagement with learning. Complex difficulties with information processing, sequencing, visual and/or auditory perception, co-ordination, organisation, concentration and/or short-term and working memory.	As with targeted support agree how best to communicate aspiration, need, outcomes and provision to staff: - Person centred, - Co-produced, - All about me/Pupil passport/One page profile, - Seating Plan. If a CYP has an EHCP, agree: how to clearly communicate the EHC plan and any specialist reports, If any additional training for teachers and support staff is necessary, Continue to act on external advice from educational and health agencies as necessary, Carry out and review further assessments as advised by outside agencies,	- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed - The SENCO monitors progress at least three times a year with all relevant staff, parents/carers and pupils. - Some CYP will need a highly personalised curriculum which is closely matched to identified long and short term outcomes identified in CYP plan.

What can we see? Assess	How should we respond? **Plan & Do**	What strategies/support can we put in place?
	Continue cycle of assess, plan, do, review meeting (support plan) SENCo, teacher, CYP and family at least three times a year with agreed actions, provision and outcomes linked to the provision, Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc., Implement strategies up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 and any additional top up as detailed in the EHC plan.	

How do we track and record progress and outcomes?   ➡   **Review**

If there is no EHC plan continue to plan, track and record progress and outcomes through the assess, plan, do review cycle. Reviews should take place at least three times a year. Parents and carers *should always* be invited to review progress. CYP's views *should always* be sought as part of the review process. Support plans should include:

✓ Parental and CYP views,

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
	✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review,	

As with Targeted: Some there should be a log of:

✓ Any observations, book looks, photos,

✓ Collated assessment data,

✓ Any external support – what was put in place and the difference it made,

✓ Parental and CYP views

✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review

If a CYP has a EHC plan ' My Plan' – the assess, plan, do, review cycle will act as a working document an ongoing record which is updated three times a year and will include:

✓ Record of CYP and parents' views,

✓ Ongoing assessments,

✓ SMART targets,

✓ Record of implemented and reviewed resources and strategies,

✓ Record and review of any external support,

✓ Records of any completed observations or evidence that helps build a profile of the learner: strengths and barriers.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?

How do we review the quality, effectiveness and impact of provision?

- ✓ Discussion with CYP and their family on the progress the CYP has made towards their targets,

- ✓ The effectiveness of the strategies used.

If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in making good progress and securing good outcomes.

If a CYP has an EHCP the SENCo will co-ordinate an annual review to ensure that the provision specified in the EHCP is up-to-date and relevant to the child or young person's needs. Teachers and other staff will contribute to this. The CYP should be at the heart of the review and the review should be carried out in partnership with the parents/carers.

When reviewing the progress that has been made a CYP may:

- ✓ no longer need such intensive, personalised SEN provision and their needs will be met through targeted and/or universal approaches,

or

- ✓ continue to need intensive, personalised SEN provision as needs cannot be met from targeted approaches,

or

- ✓ need even more intensive, personalised SEN provision.

Golden Thread: ➡ Aspiration ➡ Need ➡ Outcome ➡ Provision

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?

Further support

Resource	Link
The British Dyslexia Association	https://www.bdadyslexia.org.uk/
The Driver Youth Trust – supports the teaching of literacy	https://www.driveryouthtrust.com/
The Dyslexia-SPLD Trust	http://www.thedyslexia-spldtrust.org.uk/
The Education Endowment Foundation. Clear and actionable recommendations for teachers on a range of high-priority issues, based on the best available evidence - Primary and Secondary Guidance Report published in March 2020	https://educationendowmentfoundation.org.uk/

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Resource	Link
The Inclusion Development Programme has a set of materials and resources that are helpful to develop knowledge, skills and understanding of dyslexia:	http://www.idponline.org.uk/
Neurodiversity materials can be found on the Helen Arkell Dyslexia Charity Site – these include webinars, training slides EYFS-Post 16, EYFS-Post-16 checklists to support building a profile of need	https://www.helenarkell.org.uk/courses/teaching-for-neurodiversity.php
NASEN's SEND Gateway provides a range of free online resources to help teachers and other education professionals meet and identify the needs of children and young people with SEND.	www.sendgateway.org.uk
CPD training materials	https://www.sendgateway.org.uk/resources.advanced-training-materials-for-autism-dyslexia-speech-language-and-communication-emotional-social-and-behavioural-difficulties-moderate-learning-difficulties_1.html
Where good formative assessment does not give enough diagnostic detail there are a range of commercially available assessment tools. Providers include: GL Assessment; NFER; Pearson and Charities such as The British Dyslexia Association	https://www.gl-assessment.co.uk/ https://www.nfer.ac.uk/for-schools/free-resources-advice/ https://www.pearsonclinical.co.uk/ https://www.bdadyslexia.org.uk/dyslexia/how-is-dyslexia-diagnosed/dyslexia-screening

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

The following checklists from Teaching for Neurodiversity can support teachers identify the needs of CYP who are achieving below the expected level in the classroom. They are not diagnostic tools but can support schools and settings in building a profile of the learner who may have a Special Education Need.

Identifying needs:

- Early Years : http://www.thedyslexia-spldtrust.org.uk/media/downloads/94-primary-combined-checklist_eyfs.pdf

- Primary: http://www.thedyslexia-spldtrust.org.uk/media/downloads/95-primary-combined-checklist_primary.pdf

- Secondary: http://www.thedyslexia-spldtrust.org.uk/media/downloads/115-secondary-combined-checklist-secondary-paper-based.pdf

- Post 16: http://www.thedyslexia-spldtrust.org.uk/media/downloads/107-post-16-neurodiversity-spld-checklist-post-16-paper-based.pdf

- Electronic all stages: http://www.thedyslexia-spldtrust.org.uk/4/resources/2/schools-and-local-authorities/387/teaching-for-neurodiversity-resources-ndash-engaging-learners-with-send/

Other key assessment tools that can support identification of need are:

York Assessment of Reading for Comprehension (YARC) - a one-to-one, diagnostic reading assessment of fluency and comprehension skills. Primary and secondary editions.

Single Word Spelling Test (SWST) – A group test designed to assess spelling attainment for 6 – 16 year olds.

New Group Reading Test (NGRT) and New Group Spelling Test (NGST) – Group assessments of reading and spelling. Reports can be developed that combine and compare results from both tests.

PhAB and PhAB2 - A battery of tests that help assess phonological awareness and processing of sounds in 5 -11 year olds (PhAB) and 6-14 year olds (PhAB2).

Wide Range Achievement Test (WRAT-4) – An assessment *of reading fluency, reading comprehension, spelling and number skills in one comprehensive battery.*

Sandwell Early Numeracy Test (SENT) – Assesses ability of basic numeracy skills. 2 editions for pupils aged 4-8 (SENT-R) and pupils aged 8 to 14 years (SENT KS2–KS3).

Cognitive Abilities Test (CAT4) - Standardised measure of cognitive reasoning ability across 4 areas: verbal, non-verbal, mathematical and spatial.

Lucid Rapid –Standardised Group screening for dyslexia in pupils aged 4 to 15.

Lucid LASS - Assessment to highlight differences between actual and expected literacy levels. Available in 2 versions: ages 8-11, and 11-15.

All the above are available from https://www.gl-assessment.co.uk