Lambeth Graduated Approach – Cognition and Learning

These Thresholds were developed with reference to the special educational needs and disability code of practice 0 to 25 years

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

This Threshold document refers to Cognition and Learning

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

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

SEND Status	DESCRIPTOR COGNITION & LEARNING	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
LEVEL 1 *Nursery/Class or Subject Teacher identification, assessment and meeting the needs* _Not_ *on SEN Register*	• The CYP is working generally within or just below age related expectations. • Some difficulties with learning may include some misconceptions and/or taking longer to understand new concepts. • Difficulties may be specific to one aspect of learning e.g. literacy, maths	• EYFS and Early Learning Goals are monitored throughout the child's time in nursery • The identification of learning gaps is built into the overall approach to monitoring the progress and development of all pupils. • The nursery/school is proactive in identifying individual needs and monitors that appropriate action is taken • Routine school and class formative and summative assessments are used to tailor lesson objectives and teaching styles to needs • Robust whole nursery/school moderation systems assure accuracy of all teacher assessments	• The CYP experiences learning needs which are managed well in a mainstream nursery setting/school class with appropriate differentiation of task and teaching style. • The nursery/school has high aspirations for all CYP and acts quickly when gaps in learning are identified by putting CPD training into action. • The class/subject teacher is held to account for the learning and progress of all CYP within a mainstream class. • High Quality Teaching meets the needs of all pupils and includes: • Flexible grouping arrangements. • Some differentiation of activities and materials • Differentiated questioning	• The school can demonstrate an inclusive ethos that supports the learning and well-being of all pupils • A broad and balanced curriculum is planned for all pupils • The school is flexible in adapting the core offer to meet needs of all pupils • Opportunities are provided for small group work based on identified need • The wider curriculum promotes positive examples of diversity. • Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class • Emotional well-being materials and interventions are routinely used. • Anti-bullying is routinely addressed	• A regularly monitored, reviewed and updated inclusion policy underpins practice. • The school employs additional adults to support the needs of all pupils e.g. HTLAs, SEN TAs TAs • All staff including HTLAs, SEN TAs, TAs have up to date job descriptions and are included in whole school appraisal systems. • Designated time is allocated to Teaching Assistants for planning and liaison with teachers • All staff have received training on a range of learning needs and understand how to differentiate effectively and are not reliant on differentiation by outcome method • Whole school CPD targets emerging needs

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		• Normal school progress monitoring including: Data Analysis; Pupil Progress meetings: Lesson observations and work scrutiny identify difficulties and inform provision planning.
		• Differentiated lesson plans are monitored as part of the school improvement process
		• The views of pupils and parents are valued.
		• Constructive feedback is given to the CYP
		• Analysis of assessment information by SLT/subject managers leads to strategic provision planning
		• A regularly evaluated whole school Provision Map sets out early/catch-up interventions, provision and outcomes
			• Use of visual, auditory and kinaesthetic approaches.
			• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.
			• Resources and displays that support independence.
			• Routine feedback to pupils
			• Focussed guided reading and writing groups are led by a teacher
			• Barriers to learning are considered and appropriate arrangements made to overcome these.
			• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage, pens, IT, adapted papers and visual materials.
				and pupils are confident in reporting incidents.
				• Pastoral arrangements are embedded in whole school practice
				• Other school pastoral interventions could include:
				  o Meeting and Greeting
				  o Circle Time
				  o Peer mentoring
				  o Buddy systems
				  o Restorative Practice
				  o ELSA support
				  o Lunch clubs
				  o Peer reading
					in the school cohort using assessment data
					• New staff are targeted for differentiation training as part of their induction
					• School staff access LA training to keep informed on meeting the needs of CYPs.
					• Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. E.g. Maximising the Impact of TAs

SEND Status	DESCRIPTOR COGNITION & LEARNING	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
LEVEL 2 - Additional Needs requiring SEN SUPPORT *Nursery/Class or Subject Teacher identification, assessment and meeting the needs **with support of Nursery or School SENCO*** ***Add to SEN Register***	• The CYP is working below age related expectations (assessed via EYFS, recognised assessment tracker, GCSE level progress monitoring) • Progress is limited in some areas of learning and development. • Some problems with concept development and logical thought. • Low level difficulties in the acquisition/use of language / literacy / numeracy skills. • Difficulties keeping up with pace of curriculum delivery.	*Level 1 plus*: • Parent and CYP views on difficulties with progress are used as part of assessment process • Progress gaps are identified from assessment data and discussed in detail at pupil progress meetings and with parents • Baseline of skills (e.g phonic knowledge, word reading and spelling) is undertaken to identify strengths and weaknesses • Consultation between teacher and SENCO considers in more detail the nature of any difficulties and explores ways to overcome the barriers to learning identified. • There is an Assess/ Plan/Do/ Review cycle in place for each pupil and progress is routinely evaluated. • Parents are involved regularly and know how	*Level 1 plus:* • CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the teacher and SENCO • Inclusive teaching with emphasis on small step approach • Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources. • Simplified level/pace/amount of teacher talk. • Pre-teaching used effectively • Activities and time built into lesson planning to give opportunities for pupils to work on own targets • Alternative forms of recording routinely offered and used e.g. work processing, communication in print, power points, oral presentation, posters, sound buttons, mind	*Level 1 plus:* • Some additional and/or different provision enhances the core offer. • Normal curriculum plans include individual/group targets. • TAs are used flexibly so that the teacher can focus on individuals and groups. • Time limited proven interventions are matched to pupil need and delivered by suitably trained staff. • Some use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties • Progress in interventions is recorded and shared with teachers so that learning is transferred and focussed teaching can be planned to address any difficulties • Opportunities are provided for skill reinforcement / over learning / revision /	*Level 1 plus:* • Whole school approach focuses on creating a climate for learning for all its children; school is conscious of the language it uses with all learners and promotes an authentic growth mindset approach to learning • Nursery/School can demonstrate that it values all learning levels by effective use of pupil premium to support disadvantaged pupils, and regular review and adaptation of SEND Information Report • Main provision is by nursery/class/subject teacher with advice from SENCO • Early Years settings apply for Early Years Inclusion Funding to access additional resource in absence of SEN Notional in Nursery/PVI settings • All teachers and support staff who work with the pupil are made aware of their needs, the outcomes

			to support targets at home. • Pupils are involved in setting and monitoring their targets. • School trips are planned well in advance and take into consideration the needs of the CYP	maps, matching labels to pictures, sorting into category etc	transfer and generalisation. • Whole school systems evaluate the impact of interventions and monitor the quality of teaching and learning.	sought, the support provided and any teaching strategies or approaches that are required. • Additional adults including trained TAs are routinely used to support flexible groupings, differentiation, interventions and some 1:1. • Time is allocated for planning and feedback between teacher and TAs. • Routine curriculum resources are made available including: writing frames; word banks; writing mats; practical equipment; visual cues; cue cards; alphabet cards/strips, IT solutions appropriate to both literacy and numeracy etc • Topic specific additional resources are routinely provided. • Use of additional adult (e.g. HTLA/SEN TA/TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground.

FUNDING	DESCRIPTOR COGNITION & LEARNING	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
LEVEL 3 **Additional Needs requiring SEN SUPPORT** *Nursery/Class or Subject Teacher identification, assessment and meeting the needs* **with support of Nursery or School SENCO** ***Add to SEN Register***	The CYP is operating at a level up to 2 years below expected outcomes and there is evidence of an increasing gap between them and their peers • Progress is at a very slow rate and additional support is required to ensure progress and/or access the curriculum • Moderate difficulties with concept development and logical thought which limits access to the curriculum. • Moderate but persistent difficulties in the acquisition / use of language / literacy / numeracy skills. • There maybe co-existence of secondary needs. • The CYP has difficulties with executive functioning skills i.e. planning and organisation, memory and attention, emotional regulation, sequencing and	*Level 1 and 2 plus:* • The SENCO undertakes more specialist assessment using tools relevant to area of difficulty e.g. reading assessments; receptive language; spelling; mathematical concepts. • Parent and pupil views are actively sought and acted upon. • Results are discussed with parents and those involved with the CYP and used to inform personalised planning and target setting. • There is a commitment to developing independence with steps planned and agreed. • Individual and/or Group termly Education Plans are created with progress against targets routinely reviewed with the CYP and with parents/carers • Recommendations from specialists are included in planning for the CYP	*Level 1 and 2 plus:* • The CYP has identified needs which require additional specific provision and/or advice which might include a detailed time limited programme, intervention, personalised timetable and/or resources. • Mainstream class with regular targeted small group support or smaller SEN classes within mainstream • On-going opportunities for 1:1 support focused on specific personalised targets 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. • Advice from external agencies is implemented in the classroom	*Level 1 and 2 plus*: • Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual pupil level • Some adaptation to NC programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage. • Some withdrawal for short periods with learning planned by the class/subject teacher and/or additional teacher and reinforced within the classroom. • Routine opportunities for over learning and practice of basic skills on a daily basis. • Emphasis on automaticity, skill mastery, and generalisation of skills • Regular monitoring and evaluation of programmes to measure outcomes.	*Level 1 and 2 plus:* • Main provision by class/subject teacher with support from SENCO and advice from other professionals as appropriate. • Increasingly more individualised / personalised resources in order to meet need are made easily available at all times. • School provides specific equipment resources, games and appropriate software and access to hardware e.g. access to lap-top, tablet, dragon software, communication in print • Additional adult under the direction of teacher, provides sustained targeted support on an individual/group basis. • Space is provided for ICT, individual work and storage for any specific equipment • Time is allocated for planning and feedback

	ordering – all leading to a difficulty with independent working	e.g. educational psychologist, speech and language therapist, Occupational Therapist, specific literacy/numeracy specialist teacher. • Professional advice informs the SEN Support that is planned and is reviewed regularly • TAs are routinely included in planning and/or are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective • Involvement of additional education and non-education professionals may be appropriate e.g. SpLD teacher, OT • A careful review of needs is undertaken with parents and professionals in good time to plan for transitions between classes and to next key stage e.g. starting pre-school, primary, secondary, post 16, adult life.	• There may be need for very structured and multi-sensory approaches to learning e.g. the need for concrete resources in maths well into secondary phase • Pre teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence. • SEMH resources and thinking is used to ensure that the pupil feels valued and that they have strengths to offset their feelings of not achieving like the rest of their class/cohort • Monitoring of the language used by teachers around levels/tests in whole class scenarios		that includes written records and notes. • Appropriate CPD opportunities for the teacher and TAs are planned including specific training shadowing, visits to other schools. • There is regular liaison between school staff external agencies and parents. • Dates for review meetings with parents/carers are planned well in advance to include input from other professionals. • Progress and issues are discussed, action agreed and recorded.

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