

Cognition & Learning – Core Offer

Universal approaches – most children’s needs can be met by using these strategies. Effective use of these strategies will prevent the need for intervention for most children.

Universal Strategies	
<ul style="list-style-type: none"> • Quality First Teaching strategies • Differentiated curriculum • Differentiated expectations • Clear classroom routines • Differentiated Teaching styles • Modelling of skills • Success criteria • Group guided reading • Working walls • Metacognition approaches – learning to learn by trying to understand the learner’s difficulty and asking them what helps 	<ul style="list-style-type: none"> • In-class TA and Class Teacher support • Use of visuals to support learning e.g Now and Next board, visual timetable, word mats • Use of writing frames or WAGGOLS (what a good one looks like) • Visual support: visual timetables, Task boards • Use of manipulatives e.g Numicon • Use of Technology to support learning • Dyslexia friendly classrooms • Plan opportunities for success and celebrate those successes

Targeted approaches – a small group of children will still struggle to make progress with their learning despite effective universal support.

Targeted Strategies	
<ul style="list-style-type: none"> • In-class Additional targeted teacher support • In-class targeted small TA group support • Pre-teaching opportunities in small groups • Overlearning opportunities in small groups • Multisensory teaching approach • Chunk instructions one step at a time and check understanding throughout task 	<ul style="list-style-type: none"> • Booster opportunities • Catch up programmes e.g IDL, TT Rockstars, Purple Mash • Guided reading support in small groups • Specific interventions to close the gap in learning • Simple adaptations e.g. font, line spacing, coloured paper, lighting etc

Personalised approach – Only a few children will need this highly personalised support to make progress.

Personalised approach	
In Class	SENDCo
<ul style="list-style-type: none"> • 1:1 personalised support for some or all lessons • Individualised curriculum • Catch up programmes • Precision teaching e.g Toe by toe • Colourful semantics, memory interventions • Personalised Toolkits • Interventions tailored by SLTS/ SALT • 1:1 Reader/ Scribe support, Exam accessibility arrangements • Tinted Notebooks/overlays. 	<ul style="list-style-type: none"> • Liaison and supervision of specific and targeted interventions • Advice through Pupil Progress Meetings and SEN reviews • Referral to external services • Resourcing targeted interventions • Referral to Specialist Teaching Services (STLS) surgeries • Referral to Local Inclusion Forum Team (LIFT) • Referral to Speech and Language Therapist • Referral to Educational Psychologist.