

Cognition and Learning

Possible indicators

Significantly behind peers
Requires constant overlearning
Failing to make progress despite intervention
Difficulty retaining information

Possible EHCP referral

SEN Support Plan

1:1 following SEN Support plan targets where necessary.
1:1 SaLT follow up for child with diagnosed developmental language disorder.

Inclusion referral. Possible SEN Support Plan. SaLT referral & follow up. MSU. EP referral. **Precision Teaching**. Reading intervention. Phonics intervention. Writing intervention. Maths intervention. **Language for Thinking**.

Concrete resources/**multisensory** approach. Additional time. Repeated learning. Opportunities to record in different ways, including **Assistive Technology** e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. On-going assessment used to adjust content.

Dyslexia friendly teaching – flipcharts and texts on non-white background, range of clear fonts, un-overloaded resources, coloured reading rulers, appealing visual worksheets/resources. Intelligent verbal praise recognising the **process, progress and effort**, not just achievement or outcome. **Metacognition** strategies – Plan, Monitor, Reflect used. Ethos of **Growth Mindset** embedded.

Adaptive Teaching - Children **not** removed from whole class input, **Rosenshine's Principles, Simultaneous Response, Choral response, Echo reading.**

Pre-teach key vocabulary. Collaborative learning, paired writing, talk partners, random pairing activities, small group. Duration of activities is appropriate.

Calm learning environment. **Brain breaks and movement breaks including deep pressure exercises**, where appropriate. Child's name and eye contact used.

Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. **Scaffolding** of task/**Task Plans** when appropriate – awareness of **poor working memory** (and that it cannot be greatly improved). Use of **Widgit** for all appropriate tasks. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. **Language is at the appropriate developmental level**. Pupil communication valued and responded to. **Adults say what they mean** (avoid sarcasm, abstract vocabulary etc) **Structured, consistent routines**. Positive relationships evident. **'Restorative Approaches'** for behaviour (**avoidance of the question 'why?'**)/tactical ignoring/non-verbal signals/ positive behaviour management strategies evident/ Adults model and are explicit about the behaviour they expect. Opportunities to meet sensory and physical needs (e.g. focus objects, sit and move cushion, hypermobility strategies). All adults recognise how tiring some conditions can be when facing the whole school day. Detailed transfer meetings – prior knowledge of the child. BLIS Quality First Teaching strategies.

Individualised

Targeted

Universal

Banks Lane Infant and Nursery School

Whole School Provision Map



Use alongside

Entitlement Framework