

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

3.1: Cognition and Learning

Universal Provision

A child/young person with cognition and learning needs should have reasonable adjustments made through Universal Provision and Quality First Teaching/High quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- quality first multisensory teaching
- structured phonics/reading/spelling/maths programmes
- resources such as pencil grips, writing slopes, aids to support spacing between words, adapted books as needed
- resources to support independent learning such as spelling dictionaries, spell checkers, alphabet strips, phonics mats, High Frequency Word mats, working walls, number lines/squares, concrete maths apparatus
- opportunities to recap learning
- differentiated tasks
- short bursts of focused adult support to reinforce understanding
- strategies and resources to support short term working memory difficulties e.g. a mini whiteboard to bullet point instructions, a visual timetable, now and next board if needed
- strategies and resources to support organisation for tasks such as a visual timer, writing frames, mind maps

Identification of SEN

A pupil may have special educational needs (SEN) in the area of Cognition and Learning if their difficulties impact on their access to the curriculum and/or cause a barrier to their learning and if the support required is additional to or different from that which would normally be expected for pupils of the same age.

A child or young person may be identified as having special educational needs (SEN) in the area of Cognition and Learning if they:

- are making slower than expected progress in several of the prime areas of the EYFS which is inhibiting access to the Curriculum in Early Years.
- are working at least one year below Age Related Expectations (the standard expected of the majority of pupils of their age) in at least two key areas of learning (reading/phonics, spelling, writing/recording, maths.)
- are working at least 18 months below Age Related Expectations in one key area of learning.
- are not making satisfactory progress in at least one key area of learning, despite appropriate focused support being put in place.
- need support to be able to focus on a task for a reasonable period of time, remember and follow instructions, organise themselves for learning and to attempt a task independently.
- need support to be able to deal with abstract ideas, generalise from experience and/or using problem solving skills.

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SEN Support

A child at SEN Support level with cognition and learning needs should have access to:

- targeted intervention groups for key areas of learning
- targeted support for specific areas of need within the classroom environment

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Cognition and Learning needs if they:

- are working at least three to four years below Age Related Expectations in at least one key area of learning.
- are working below half their chronological age (in Early Years.)
- are working below key stage expectations.
- are not making satisfactory progress despite a significant amount of appropriate, targeted support.
- are unable to access the curriculum and complete learning tasks without a high level of individualised and specialist support.

Provision at High Needs

The provision that a child or young person with High Needs under the area of cognition and learning requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.