

# Chadsmead's Support for Cognition and Learning Needs



All children take part in

- Lessons based on the National Curriculum that are scaffolded for different levels of need
- Quality First Teaching takes place in all lessons as the first stage of our graduated approach
- Lessons that are adjusted to their individual needs in order to maximise their learning.
- Group work to encourage and learn about collaborative learning within the curriculum
- Individual feedback to help improve their work and enable them to make improvement to their own learning
- Lessons that have access to word mats, knowledge organisers, turbo writing grids, classroom displays and concrete manipulatives to aid conceptual understanding.
- Lessons that cater for visual, auditory and kinaesthetic learning opportunities.
- Lessons where interactive whiteboard backgrounds and presentations, where possible, are altered to limit visual stress

Some children who need additional support might then also then take part in:

- Lessons where they may be provided with additional resources / tasks that are differentiated that may help them to learn visually or practically when it is needed, including the use of coloured backgrounds, alternative writing papers and talking tins for identified children.
- Additional home / school liaison to maintain communication and celebrate personal successes.
- Activities where additional time is provided for them to complete an activity
- Additional small group interventions for reading, writing, spelling, phonics, maths or fine motor skills
- Pupil Progress groups that take place within the school day providing targeted intervention on a specific skill or learning need
- Pupil Progress groups that take place before or after the school day providing targeted intervention on a specific skill or learning need
- Specific learning programmes to meet individual levels of needs such as Read, Write Inc; Maths Programmes, Catch up Programmes and Fresh Start.
- Lunchtime activities to improve physical activities and gross motor skill needs
- Small group or 1:1 support relating to an Individual Plan for Support or Education Health Care Plan as they have been identified as children with Special Educational Needs or Difficulties and are registered on the school's Special Needs Register.

A few children may need further additional support through an external agency referral such as:

- GP / Medical Services – to discuss your concerns about a child's ongoing learning difficulties and or medical diagnosis that impacts on their cognition and learning.
- Staffordshire Local Authority SEND and Inclusion Hub & Local Management Group
- School Nurse 0 to 19 referral – to alert the school nurse and paediatric team about your child's ongoing learning difficulties, the impact of this and any related concerns you have to obtain signposted help and support in order to support your own child's needs.
- Crystal4You – A service that is bought by the school to aid formal assessment of your Child's SEND needs on a prioritised basis in order to ascertain or identify any underlying causes for a child's significant learning difficulty.
- ENTRUST – A service that can be bought by the school to aid formal assessment of your Child's SEND needs on a prioritised basis in order to ascertain or identify any underlying causes for a child's significant learning or significant behaviour difficulty.

- Educational Psychology Service – Specialist advice can be obtained through the service that can be bought by the school to aid formal assessment of your Child's SEND needs on a prioritised basis in order to ascertain or identify any underlying causes for a child's significant learning or significant behaviour difficulty.
- Another recognised professional external agency relevant to the child's individual needs, such as the British Dyslexia Association (BDA) or a Private Psychology Assessment;

