

## Cognition and Learning Needs:

### Moderate Learning Needs

| Range 1 (Quality First Teaching and arrangements within classroom setting)   | Range 2 (Additional support from outside agencies increased level of support)  | Range 3 (Higher level of support in school and additional support from outside agencies)   |
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| <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of normal school and class assessments.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Normal curriculum plans include QFT strategies</li> <li>Parents and children involved in monitoring and supporting their targets.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements.</li> <li>Opportunities for small group work based on identified need</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from SENCO.</li> <li>Additional adults routinely used to support flexible groupings and differentiation</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Differentiation by presentation, activity and/or outcome.</li> <li>Simplify level/pace/amount of teacher talk.</li> <li>Emphasis on identifying and teaching gaps highlighted by assessment.</li> <li>Opportunities for skill reinforcement/revision/transfer and generalisation.</li> </ul> | <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCO may be involved in more specific assessment and observations.</li> <li>SENCO may seek advice from education and non-education professionals as appropriate.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA.</li> <li>Pupil and parents are involved as above</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with enhanced differentiation, regular targeted small group support.</li> <li>Time limited programmes of small group work based on identified need.</li> <li>Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored..</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.</li> <li>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis.</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Programme includes differentiated and modified tasks within an inclusive curriculum.</li> <li>Modify level/pace/amount of teacher talk to pupils' identified need.</li> <li>Programmes to consist of small achievable steps.</li> <li>Pre teach concepts and vocabulary</li> <li>Emphasis on using and applying and generalisation of skills.</li> <li>Individual targets within group programmes and/or 1:1 carefully monitored and reviewed.</li> </ul> | <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans and progress are closely monitored</li> <li>Targets are individualised, short term and specific.</li> <li>Continued regular engagement of parents</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks.</li> <li>Frequent opportunities for small group work based on identified need.</li> <li>Daily opportunities for 1:1 support focused on specific IEP targets.</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored.</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Tasks and presentation increasingly individualised and modified in an inclusive curriculum</li> <li>Visual cues to support auditory information at all stages of delivery.</li> <li>Individualised level/pace/amount of teacher talk.</li> <li>Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>Small steps targets within group programmes and/or 1:1</li> </ul> |