Areas of Need: Cognition and Learning

How are schools responding to the SEND Code of Practice requirements?

Natalie Packer
Who am I?
Table A: Type of provision

<table>
<thead>
<tr>
<th>Condition</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Learning Difficulty</td>
<td>12.6%</td>
</tr>
<tr>
<td>Autistic Spectrum Disorder</td>
<td>22.9%</td>
</tr>
<tr>
<td>Other Difficulty/Disability</td>
<td>5.4%</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>3.0%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
SEN 2014: Low Incidence Needs

<table>
<thead>
<tr>
<th>Category</th>
<th>School Action Plus</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech, Language and Communications Needs</td>
<td>23.8</td>
<td>13.7</td>
</tr>
<tr>
<td>Behaviour, Emotional &amp; Social Difficulties</td>
<td>23.8</td>
<td>13.7</td>
</tr>
<tr>
<td>Moderate Learning Difficulty</td>
<td>21.3</td>
<td>14.8</td>
</tr>
<tr>
<td>Specific Learning Difficulty</td>
<td>12.6</td>
<td>4.6</td>
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<td>3.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Children with special educational needs 2014: An analysis, DfE
## The SEND Code of Practice: Broad Areas of Need

| Communication and interaction e.g. | SLCN (expressive, receptive)  
ASD |
|-----------------------------------|--------------------------------|
| Cognition and learning e.g.       | MLD  
SLD, PMLD  
SpLD |
| Social, emotional and mental health difficulties e.g. | Disruptive or disturbing behaviour, isolation  
ADHD, ADD, Attachment Disorder  
Self-harming, depression, substance misuse, anxiety |
| Sensory and/or physical needs e.g. | VI, HI, MSI  
Physical disabilities |
Cognition and Learning: Issues with Identification

• Over-identification of MLD:  
  – MLD or underachieving?  
  – MLD or SLCN?  
  – MLD or SEMH?  
  – MLD or SpLD?

• Identifying SpLD:  
  – Pupils developing coping strategies and masking difficulties  
  – Cautiousness with appearing to ‘officially diagnose’ a SpLD  
  – Challenges of accessing external, professional assessment

• Lack of clear criteria  
• Interpretation of assessment data  
• Keeping pupils on the register without effective review
Identifying SEN: Good Practice

• A whole school approach to identification

• Use of qualitative and quantitative data from staff, pupils, parents, previous settings

• Ongoing, formative assessment in the classroom

• Careful analysis of progress and development

• Staff who understand what SEN means and who can identify high incidence learning difficulties

• Clear criteria, based on the SEND Code of Practice

• Access to appropriate, additional support in identification and assessment e.g. diagnostic assessment
‘Less than expected progress’ in the SEND Code of Practice

This can be characterised by progress in attainment and wider development which:

• is significantly slower than that of their peers starting from the same baseline

• fails to match or better the child’s previous rate of progress

• fails to close the attainment gap between them and their peers

• widens the attainment gap
The quality of teaching for pupils with SEN should be part of performance management and CPD approaches.

Teachers are responsible and accountable for the progress of all pupils in their class.

High quality teaching is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching.

Provision for Cognition and Learning: High Quality Teaching is the Starting Point
High quality inclusive teaching (wave 1 - differentiation, wave 2 intervention)

1. Assess
- Whole school processes for assessing, tracking and monitoring progress
- Not making expected progress
- Draw on info from above, views of child / parent, external services. Assess against criteria

2. Plan
- Teacher, SENCO, parent, child agree interventions and support / expected outcomes.
- Record on school system / inform staff.

3. Do
- Class / subject teacher remains responsible for working with child on a daily basis and assessing impact of plan.
- Progress means SEN support no longer required

4. Review
- Impact assessment, along with views of parent / child used to review overall impact of support. Revise plan in light of outcomes.

SEN Support in Schools: The Graduated Approach
Builds on more frequent review and more specialist expertise in successive cycles,
High quality teaching for SEN: What is it?

High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEN. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate and challenge learners.

Natalie Packer, The Perfect SENCO
High Quality Teaching for Cognition & Learning

1. Knowing pupils well inc. understanding needs

2. Focused planning, clear objectives e.g. key skills

3. Engaging learning activities that reflect a range of styles

4. High levels of challenge and expectation

5. Learning through talk & discussion (grouping, peers)

6. Questioning, modelling, explaining

7. Support frameworks in place e.g. key words, visual cues

8. Effective feedback & dev. of meta-cognitive skills

9. Pupils given responsibility and independence

10. Effective deployment of TAs
Consider…

How do you support the development / improvement of high quality teaching for pupils with cognitive difficulties?
7 Key Recommendations around:

- *The use of TAs in everyday classroom contexts:*

1. TAs should not be used as an informal teaching resource for low-attaining pupils.
2. Use TAs to add value to what teachers do, not to replace them.
3. Use TAs to help pupils develop independent learning skills and manage their own learning.
4. Ensure TAs are fully prepared for their role in the classroom.
## TA Practice

<table>
<thead>
<tr>
<th>Poor Practice</th>
<th>Good Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Over-emphasis on task completion</td>
<td>• Focus on supporting independence and learning</td>
</tr>
<tr>
<td>• Over-prompting</td>
<td>• Encouraging pupils to take risks</td>
</tr>
<tr>
<td>• Over-controlling</td>
<td>• Encouraging independence</td>
</tr>
<tr>
<td>• Inadequate thinking and response time</td>
<td>• Giving students time to process and reflect</td>
</tr>
<tr>
<td>• Getting in the way of peer interaction</td>
<td>• Encouraging peer interaction</td>
</tr>
<tr>
<td>• Stereo-teaching</td>
<td>• Questioning to move learning forward</td>
</tr>
<tr>
<td>• Assessing task completion</td>
<td>• Assessing against learning objectives / individual targets</td>
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</table>


Making Best Use of Teaching Assistants: Guidance Report, March 2015

• The use of TAs in delivering structured interventions out of class
  5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions.
  6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.

• Linking learning on work led by teachers and TAs:
  7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.
The Rapid Family

www.pearsonschoolsandfecolleges.co.uk/Home.aspx

- Rapid Phonics – for learners age 6+ to help them catch up
- Rapid Reading – for struggling readers (KS2)
- Rapid Writing – for struggling writers (KS2)
- Rapid Plus – for older readers with a R.A of 6.6 to 9.6 (KS3)
- Rapid Maths – a multi-sensory approach to help struggling learners
Evidence-based Interventions: What works?

- Brief sessions occurring regularly and maintained over a sustained period
- TAs receive extensive training from experienced trainers and/or teachers
- Intervention has structured supporting resources and lesson plans
- Fidelity to the programme is ensured
- Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress.
- Connections are made between the out-of-class learning in the intervention and classroom teaching
St James’ Catholic High School, Barnet

Effective support for cognition and learning is developed through:

- Whole school Teaching and Learning Handbook
- Teacher / TA agreements
- Investment in CPD for all
- TA resource files
- TA records (inc. feedback following interventions)
- Useful information for staff on Pupil Profiles (inc. strategies for HQT)
Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

What’s working well:
• Sharing information about services (Local Offer, SEN Info Report)
• Developing in-house specialists e.g. resident SaLT
• Groups of schools jointly commissioning support services
• Specialists training and empowering school staff
• Development of good relationships – communication!
# Provision through a Person-Centred Approach: Challenges and Opportunities

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<th>PCP: Transition / provision review processes</th>
<th>Challenges</th>
<th>Opportunities</th>
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<tr>
<td>Achieving genuine participation of C&amp;YP and families</td>
<td>More meaningful to C&amp;YP and parents</td>
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<tr>
<td>Time investment</td>
<td>Personalised approach</td>
<td></td>
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<tr>
<td>Capacity of LA involvement</td>
<td>More transparent</td>
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<th>EHCP assessment and planning</th>
<th>Challenges</th>
<th>Opportunities</th>
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<tbody>
<tr>
<td>New processes / paperwork</td>
<td>Child and family centred</td>
<td></td>
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<tr>
<td>Cross-LA differences</td>
<td>Co-production</td>
<td></td>
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<tr>
<td>Funding challenges</td>
<td>More flexibility</td>
<td></td>
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<td>Personal budgets</td>
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<th>Focus on outcomes</th>
<th>Challenges</th>
<th>Opportunities</th>
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<tr>
<td>New language for C&amp;YP, parents and professionals</td>
<td>More meaningful for the child and family</td>
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<tr>
<td>Defining outcomes</td>
<td>Focus on long-term goals</td>
<td></td>
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<tr>
<td>Breaking outcomes down into shorter-term targets</td>
<td>High aspirations</td>
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High quality inclusive teaching (wave 1 - differentiation, wave 2 intervention)

Whole school processes for assessing, tracking and monitoring progress

Not making expected progress

1. Assess

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3. Implement plan. Class / subject teacher remains responsible for working with child on a daily basis and assessing impact of plan.

1. Assess

1. Draw on info from above, views of child / parent, external services. Assess against criteria
Improved Outcomes for Pupils with Cognition and Learning Needs

As a result of high quality provision, pupils with cognitive needs:

- show high levels of engagement with their learning
- take ownership and responsibility over their learning
- are motivated and confident learners
- develop a growth mindset and rise to challenges
- develop key skills, knowledge and understanding
- are able to transfer learning to different contexts
- become increasingly independent and resilient learners
- make good or outstanding progress in key areas e.g. narrow the gap, increase rates of progress
- are prepared for their next stage in learning / adulthood
Thank you!

Please contact me for further information:

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