

Curriculum Statement

Supporting Learning and Cognition

Hooked on Thinking

Working With and For Local Families



Intent –The code of Practice 2014 states that children should be supported for four different pillars of need, one of these is cognition and learning. Cognition refers to the thinking skills and thought processes that a child has acquired through experience. Learning needs are on a continuum and can vary across subject situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties may be general or specific. They may also be short or long term. Specific learning difficulties will affect one area of learning such as dyslexia, dyscalculia and dyspraxia. A graduated approach needs to be used to work with the varying needs of all children. If a child’s needs in this area become severe or complex they may be supported by an Educational Health Care plan. An assess, plan, do, review or APDR is a four-part cycle where actions are revisited, refined and revised building on a growing understanding of a learner’s needs and the support needed to help them make good progress and secure good outcomes. If necessary and where appropriate, increasing levels of support are provided from a high quality first teaching for all children in the classroom, to small group and then individual support through the delivery of targeted interventions.

Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The work completed by the Education Endowment Fund highlights the significant attainment gap between children identified with SEND and their peers. This gap is twice as big as the gap between pupils eligible for free school meals and their peers. Those pupils who are identified as SEND are also twice as likely to be eligible for free school meals.

EEF: Priority 3: Ensure all pupils have access to high quality teaching: good teaching for SEND pupils is good teaching for all pupils. Teachers should aim to develop a repertoire of teaching strategies that they can use flexibly in response to the needs of all pupils.

Implementation: Developing all round skilled learners at Hindhayes:

Supporting all learners is essential if all pupils are to be able to access the school curriculum. It is essential that teacher concerns are responded to quickly and that diagnostic testing provides robust assessment for teachers to be able to plan appropriate next steps.

The children and staff are encouraged to use their up to date and increasing knowledge of recent research when working with individual children to adapt their planning and classroom approaches. These approaches include:

- Differentiated content of tasks
- Altered outcomes to enable pupils to achieve to ‘their best’
- Flexible grouping and learning without limits to discourage pupil grouping and encourage all pupils having a go
- Resources to support working memory e.g. talking tins, story boards
- Supportive programs for teachers e.g. sounds write, talk 4 writing and white rose hub, NCETM that provide teachers with frameworks designed to scaffold learning and break down teaching into small steps
- Numicon and Number Sense resources for maths
- Differentiated resourcing e.g. adults, mathematical objects, text maps
- Solution circles e.g. to share good practice from within our team
- Attending pyramid meetings with other local SENCOs and advisory staff to seek the support through a professional consultation
- Explicit instruction
- The use of technology (Refer to the EEF document ‘Using digital Technology to Improve Learning’)
- Appropriate scaffolding
- Metacognitive strategies e.g. develop metacognitive talk in the classroom and teach children how to plan, monitor and evaluate their learning through e.g. graphic organiser. (Refer to the EEF document ‘Metacognition and Self-Regulated Learning’)
- High quality targeted interventions such as Individual Literacy Intervention which are closely monitored for impact and delivered by highly skilled professionals e.g. the Deputy Head teacher
- Delivery of in house training for staff on e.g. high quality teaching and supporting pupils with barriers within maths (Autumn term 2020)

Developing Cultural Capital

Over the last three years just under 30% of the pupils who have been identified on the SEND register have been identified with a learning and cognition need.

Impact

Through the commitment of the staff to provide a trauma informed supportive curriculum the vast majority of the children at Hindhayes are calm and engaged.

Visitors comment on how polite the children are and parents feel that behaviour of the children is excellent.

Professionals such as Kate Lee, the head Educational Psychologist for Somerset has commented on how well the staff know the children who require Educational Health Care Plans.

Somerset advisory staff have used our in house documentation as examples of high quality practice.