

## Special Educational Needs:

### School Guidance for Cognition and Learning

## Introduction

In Barking and Dagenham, we believe that pupils with SEND should be educated as close to mainstream as possible. This means that we are committed to ensuring that all pupils receive High Quality First Teaching, and an appropriate curriculum personalised to meet their needs, and ensures above expected progress, from their individual starting point.

The school guidance for Cognition and Learning, provides a tool that will support the identification of:

- A pupil's special educational needs
- The severity of their needs
- Curriculum adaptations that may be required
- Additional strategies to support high quality first teaching for the individual.

## Guidance Notes

The SEND Code of Practice (2015) stipulates that:

- 6.30 Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD); where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD); where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

'Cognition and Learning' is a very broad area and covers:

- *Global developmental delay*  
This is used when a pupil or young person takes longer to reach certain developmental milestones than their peers. This might include learning to walk or talk, movement skills, learning new things and interacting with other socially and emotionally, which means they may be learners with complex needs. Someone with another condition, like Down's Syndrome or cerebral palsy, may also have global developmental delay.
- *General learning difficulties*  
A pupil or young person with general learning difficulties finds it more difficult to learn, understand and do things compared to their peers. They will make progress and learn but often at a slower rate.
- *Moderate learning difficulties (MLD)*  
A pupil or young person with MLD will be attaining well below expected levels in all or most areas of the curriculum, despite appropriate interventions. They will have a much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

- *Severe learning difficulties (SLD)*  
A pupil or young person with SLD tends to have significant difficulties in relation to their cognitive and/or intellectual capacities. These may co-exist with physical, sensory, social and/or emotional difficulties, making it difficult for them to follow the curriculum without significant support.
- *Profound and multiple learning difficulties (PMLD)*  
A pupil or young person with PMLD has complex learning needs. In addition to their severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs.
- *Specific learning difficulties (SpLD)*  
Specific learning difficulties is an overarching term for a number of associated learning differences. They affect the way information is learned and processed, and can affect literacy, numeracy, memory, processing, co-ordination and the manipulation of letters and numbers. Increasingly, the term 'neurodiversity' is used to focus on the positive qualities of learning and thinking differently. The most common forms of SpLD are dyslexia, dyspraxia, dyscalculia or dysgraphia. It is important to remember that a learner should not wait for a diagnosis to be able to access support. It is essential that teaching meets the needs of the learner, using appropriate methods to support weaknesses while also recognising and developing strengths/abilities.

### **Complex Needs**

It is important to note that pupils with cognition and learning difficulties may also be considered as **learners with complex needs** when there are co-occurring difficulties relating to:

- Social, Emotional and Mental Health (SEMH) needs
- Communication and Interaction needs
- Physical and Sensory needs

For pupils identified as having complex needs, schools should also consult other relevant levels descriptors to ensure they are providing an appropriate curriculum and support to address all areas of need.

### **School Guidance**

- This guidance provides an example of the type and level of additional support in a mainstream setting for the pupil's needs to be effectively met.

Each level identifies:

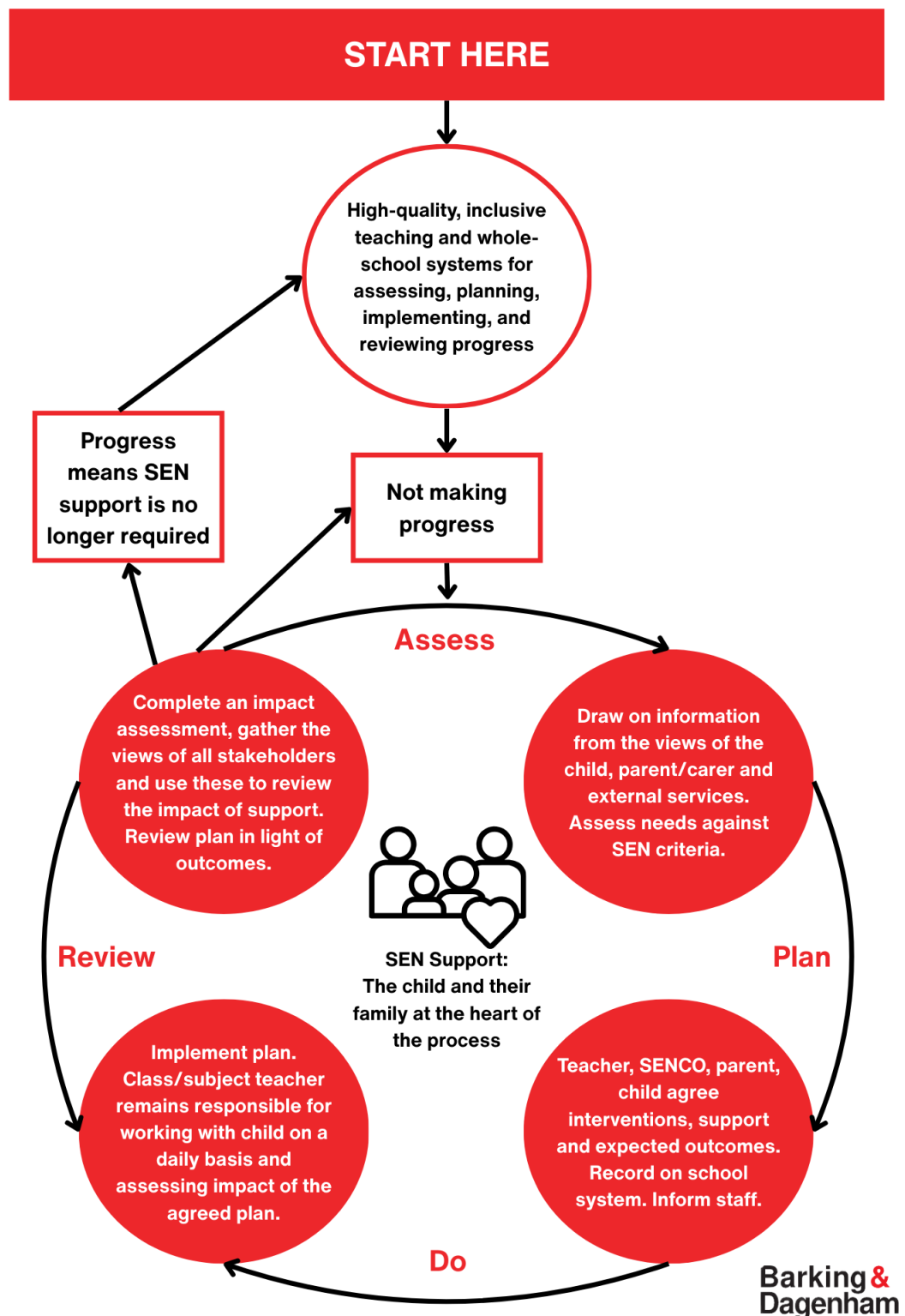
- A description of the way a pupil may present at each level
- Curriculum adaptations that schools should consider
- Additional support strategies that may enable the pupil to engage with learning and school

The accompanying School Guidance Pupil Profiles booklet provides examples of provision for each area of special educational need.

### **Review of Progress and Graduated Response**

A review of the provision provided should be held at least every term for any pupil identified as having SEND. This review should be held in collaboration with the pupil and their family, and extend to external professionals for advice and support, where appropriate.

# The Graduated Approach



## Curriculum Responsibility

Many pupils with SEND will receive significant levels of additional support, either within the classroom or as a targeted or specialist intervention. In line with the Code of Practice for SEND, the class teacher remains fully responsible for curriculum planning, high quality first teaching, assessment and reporting of progress to parents/carers, whether this is in collaboration with other practitioners.

## Universal Offer

### What is a Universal Classroom Offer?

A Universal Classroom Offer refers to a set of high-quality teaching strategies and practises that are designed to meet the diverse needs of all pupils within a classroom setting. The goal is to ensure that every pupil, regardless of their background or ability, has access to a meaningful and effective learning experience.

*'The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well'. (SEND code of Practice, 2015, para.1.31)*

**Teacher Standard 1** – *Set high expectations which inspire, motivate and challenge children and young people*

**Teacher Standard 2** – *Promote good progress and outcomes by children and young people*

**Teacher Standard 5** – *Adapt and respond to the strengths and needs of all pupils*

### What Should a Universal Offer Include?

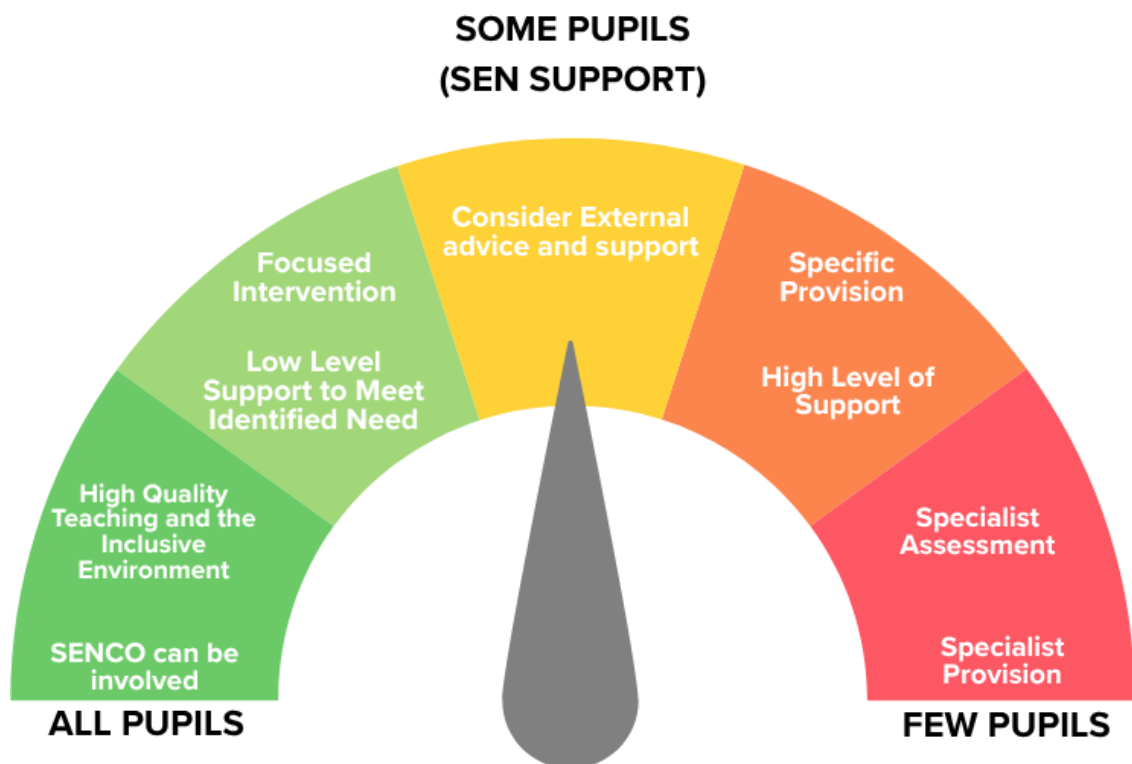
- **High Quality Teaching** – Ensuring all teaching staff are well-trained and equipped with effective pedagogical strategies. For example – Rosenshine's Principles, Zones of proximal development (Vygotsky), Universal Design for Learning, *cognitive load theory*
- **Adaptive Teaching** - Providing multiple pathways for pupils to engage with the content, demonstrate their understanding, and apply their skills. *For example – Explicit instruction, metacognitive strategies, scaffolding, flexible groupings*
- **Inclusive Environment** - Creating a classroom atmosphere that promotes respect, belonging, and collaboration among all pupils. *For example – careful seating plans, well organised environment, visuals, communication aids, tabletop print outs, phonics and word mats, sand timers, manipulatives, concrete resources, calm corners, fidget toys, pencil grips, writing slopes*
- **Accessible Resources** - Providing a range of materials and resources including technological resources that are accessible to all pupils, including those with special educational needs and disabilities (SEND). *For example – touch typing programme, translation tools, recording devices, voice recognition software, subtitles*

- **Regular Assessment and Feedback** - Implementing ongoing formative assessments to monitor pupil progress and inform instruction and providing timely accessible feedback. For example – verbal feedback, visual feedback with examples, peer feedback, observational assessments, concept mapping, think, pair, share
- **Collaboration with Families** - Engaging parents and caregivers in the educational process to support their children's learning at home.

### Implementation Considerations

- **Professional Development:** Ongoing training for teachers to develop skills in differentiation and inclusive practises.
- **Collaboration Among Staff:** Encouraging teamwork among teachers, support staff, and external specialists to share best practises and resources.
- **Monitoring and Evaluation:** Regularly reviewing the effectiveness of the universal offer and making necessary adjustments based on pupil feedback and performance data.

Utilising a universal offer to remove barriers to learning and progress, will ensure that all children/young people can access whole class teaching, develop their independence, self-esteem and preparation for adulthood.



**Ensure the Assess, Plan, Do and Review cycle is routinely and systematically applied at each stage of provision to maintain effective and personalised support.**

# **Barking & Dagenham**

**Special Educational Needs:**

**School Guidance for Cognition and Learning**



## Cognition and Learning Needs: Universal Plus

<b>Pupil's Presentation</b>	<p>In <b>EYFS</b>, there is evidence of <b>significant</b> delay in meeting expected milestones, and the curriculum needs to be adapted to their developmental stage. There are specific concerns from a combination of the following:</p> <ul style="list-style-type: none"> <li>• There were definite concerns around development at their 0–2-year health check.</li> <li>• The pupil shows significant difficulty in acquiring and/or understanding language. For pupil whose home language is not English, there will need to be a discussion with parents about developmental milestones in their home language.</li> <li>• The pupil shows significant difficulty in acquiring other early developmental skills including: <ul style="list-style-type: none"> <li>– Emotional regulation</li> <li>– Social skills</li> <li>– Fine and/or gross motor skills</li> <li>– Independence and self-help skills</li> </ul> </li> <li>• Their concentration and attention span is significantly shorter than typically developing peers. Typical attention span: 2-year-olds – 4 to 6 minutes; 3-year-olds – 5 to 7 minutes; 4 year olds – 8 to 12 minutes</li> <li>• They find it difficult to understand and follow a simple instruction.</li> <li>• The pupil has significant difficulties with independent exploratory or imaginative play and engages in repetitive play or has restricted interests.</li> <li>• They struggle to retain concepts or skills.</li> <li>• They show frequent signs of frustration at their difficulties.</li> </ul>
	<p>In <b>Key Stages 1 to 5</b>, the pupil is working below age-related expectations despite inclusive High Quality First Teaching and reasonable adjustments, so the curriculum needs to be adapted to their developmental stage in most areas.</p> <p>They are experiencing difficulties with the pace of curriculum in most subjects and require scaffolding for learning activities to be able to demonstrate an understanding of key concepts/skills.</p> <p>Progress is significantly slower in specific areas of development in comparison to their peers.</p> <p>They experience <b>significant</b> level/frequency difficulties in <b>a combination</b> of the following areas:</p> <ul style="list-style-type: none"> <li>• Aspects of learning</li> <li>• Retention of learning</li> <li>• Auditory or visual memory</li> <li>• Processing information and following instructions</li> <li>• Visual and/or auditory perception</li> <li>• Tackling new concepts and understanding ideas/concepts</li> <li>• Logical thought</li> <li>• Sequencing and organisation</li> <li>• Fine and/or gross motor skills</li> <li>• Task-focus, attention, listening and/or concentration</li> <li>• Expressive and/or receptive language</li> <li>• Self-help and independence</li> <li>• Low levels of resilience to persist with learning which challenges them or to tackle new learning/acquire new skills</li> <li>• A specific learning difficulty</li> <li>• An awareness of their difficulties which results in frustration, low self-confidence and poor self-esteem</li> </ul> <p>For pupils working within the national curriculum, there is evidence of the following:</p> <p><b>Word Reading and Spelling</b></p> <ul style="list-style-type: none"> <li>• At Key Stage 1, they will still be working in EYFS standards.</li> </ul>

<b>Cognition and Learning Needs: Universal Plus</b>	
	<ul style="list-style-type: none"> <li>At Lower Key Stage 2: <ul style="list-style-type: none"> <li>There will be significant gaps in phonics phases 2 to 4</li> <li>They may have difficulties with reading and writing common words</li> <li>They may have difficulty in composing and writing simple sentences</li> </ul> </li> <li>At upper key stage 2: <ul style="list-style-type: none"> <li>There will be significant gaps in phonics phases 2 to 5</li> <li>They will have secured less than 50 of the first 100 words</li> <li>They will have difficulties in composing and writing several sentences at a time</li> </ul> </li> <li>At key stages 3 to 5: <ul style="list-style-type: none"> <li>There will be substantial gaps in phonic development, reading and spelling skills which cause difficulties with independent reading and writing</li> <li>They have extensive difficulties in organising and structuring their writing at a paragraph and text level</li> </ul> </li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>At Key Stage 1, they are working towards early learning goals in number</li> <li>At Key Stage 2, they are working at least two years below expected standards in Maths.</li> <li>At Key Stage 3, there are significant gaps in mathematical knowledge, and they are securing objectives on the Lower Key Stage 2 curriculum.</li> <li>At Key Stage 4, there are significant gaps in mathematical knowledge, and they are securing objectives on the Upper Key Stage 2 curriculum.</li> </ul>
<b>Curriculum</b>	<p>A personalised curriculum which:</p> <ul style="list-style-type: none"> <li>Seeks to build the pupil's sense of belonging within the school community</li> <li>Is delivered/supported by appropriately qualified and/or skilled staff</li> <li>Is appropriate to the pupil's developmental stage</li> <li>Specifically targets co-occurring needs</li> <li>Uses individual motivators and strengths to engage them in learning</li> <li>Integrates the therapeutic with the academic</li> <li>Seeks to build relationships with adults and peers in the wider school community</li> <li>Balances the need for inclusion with the need for individual or small-group teaching</li> <li>Considers the pupil's aspirations for the future and in collaboration with the pupil, maps how what they are doing now leads to achieving these goals</li> <li>Provides regular opportunities to celebrate success, however small</li> <li>Builds their resilience, self-esteem, and self-confidence</li> <li>Develops their emotional regulation strategies</li> <li>Opportunities to develop independence, both in learning and self-care</li> </ul>
<b>Additional Support</b>	<ul style="list-style-type: none"> <li>Assessments to identify specific areas of difficulty which may include: <ul style="list-style-type: none"> <li>Benchmark Kit to level reading ability</li> <li>YARC (York Assessment of Reading Comprehension)</li> <li>PhAB (Phonological Assessment Battery)</li> <li>NFER reading tests</li> </ul> </li> <li>Access to a specialist teacher with expertise and experience in supporting pupils with cognition and learning difficulties.</li> <li>Regular review, at least weekly, using a solution-focused approach to explore what is working (do more of it) and what isn't (stop doing it)</li> <li>There is regular, at least weekly, contact with families to celebrate achievements or progress, however small, and identify areas for development through small-step, achievable targets.</li> <li>Working collaboratively with the pupil to identify how assistive technology might help them. While not an exhaustive list, options might include:</li> </ul>

### **Cognition and Learning Needs: Universal Plus**

- Visual timers
- Speech recognition and speech-to-text software
- Text readers
- Notation tools
- Graphic organisers
- Memory or cueing aids
- Drawing tools
- Flexible furniture including standing desks or adjustable seating
- Pencil grips
- Personal listening devices
- Audio recorders
- Colour overlays and line readers
- Noise cancelling headphones
- Talking calculators
- Electronic dictionaries
- Alternative keyboards

Further information can be found at [The Power of Assistive Technology](#)

## Cognition and Learning Needs: Universal Plus

<b>Pupil's Presentation</b>	<p>In <b>EYFS</b>, there is evidence of <b>complex needs</b> which result in a significant delay in meeting expected milestones, so the pupil is largely following a personalised curriculum. There are specific concerns in most of the following areas:</p> <ul style="list-style-type: none"> <li>• There were definite concerns around development at their 0–2-year health check</li> <li>• The pupil shows significant difficulty in acquiring and/or understanding language. For pupils whose home language is not English, there will need to be a discussion with parents about developmental milestones in their home language</li> <li>• The pupil shows significant difficulty in acquiring other early developmental skills including: <ul style="list-style-type: none"> <li>– Emotional regulation</li> <li>– Social skills</li> <li>– Fine and/or gross motor skills</li> <li>– Independence and self-help skills</li> </ul> </li> <li>• There are significant difficulties with attention and concentration</li> <li>• They struggle to maintain focus on an adult-led task</li> <li>• They struggle to understand and follow a simple instruction and will require visual supports</li> <li>• They have difficulties in remembering regular routines</li> <li>• They need high levels of adult support to follow the daily routine and need support for transitions</li> <li>• There is evidence of persistent repetitive play, restricted interests and difficulties in functional play</li> <li>• They display persistent difficulties exploring materials and resources, requiring high levels of adult direction to support joint exploration</li> <li>• There is evidence that the pupil is not retaining concepts over time. Knowledge and skills are not being applied to different situations and contexts</li> </ul>
	<p>In <b>Key Stages 1 to 5</b>, the pupil has <b>complex needs</b> and is working significantly below age-related expectations, so they are largely following a personalised curriculum. Progress is limited, despite appropriate and sustained support and evidence-based interventions to target areas of need.</p> <p>They experience <b>significant persistent</b> difficulties in <b>a combination</b> of the following areas:</p> <ul style="list-style-type: none"> <li>• Expressive and/or receptive language</li> <li>• Acquisition of literacy and numeracy skills</li> <li>• Cognitive processing skills (phonological processing, verbal short-term memory and verbal processing speed)</li> <li>• Retention of learning</li> <li>• Auditory and/or visual memory</li> <li>• Concept development, logical thought and problem solving.</li> <li>• Tackling new concepts</li> <li>• Sequencing and organisation</li> <li>• Co-ordination and fine and/or gross motor skills</li> <li>• Task-focus, attention, listening and/or concentration</li> <li>• Self-help and independence</li> <li>• A specific learning difficulty</li> <li>• Limited independent learning strategies</li> <li>• An awareness of their difficulties which results in frustration, low self-confidence and poor self-esteem.</li> </ul> <p>For pupils working within the national curriculum, there is evidence of the following:</p>

## Cognition and Learning Needs: Universal Plus

	<p><b>Word Reading and Spelling</b></p> <ul style="list-style-type: none"> <li>At Key Stage 1: <ul style="list-style-type: none"> <li>They are working towards early learning goals in reading and writing</li> <li>They have minimal word recognition</li> <li>Writing is emergent</li> </ul> </li> <li>At lower key stage 2: <ul style="list-style-type: none"> <li>There are significant gaps in phonics phases 2 to 4</li> <li>There are significant gaps in the first 50 words</li> <li>Reading or writing at pre-key stage 1 standards</li> <li>Significant difficulty composing and writing a short sentence</li> </ul> </li> <li>At upper key stage 2: <ul style="list-style-type: none"> <li>There are significant gaps in phonics phases 2 to 5</li> <li>There are significant gaps in the first 100 words</li> <li>There are significant difficulties in structuring and writing simple sentences</li> </ul> </li> <li>At key stage 3 to 5 <ul style="list-style-type: none"> <li>There are significant gaps in phonics phases 3 to 5</li> <li>There are significant gaps in the first 100 words</li> <li>Reading assessments suggest that the pupil is reading at lower key stage 2 standards</li> <li>There are significant difficulties in structuring and writing several sentences</li> </ul> </li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>At Key Stage 1, they are working at early learning goals in number</li> <li>At Lower Key Stage 2, they are working at pre-Key Stage 1 standards in maths with very small steps of progress</li> <li>At Upper Key Stage 2, they are working at Key Stage 1 standards in maths</li> <li>At Key Stage 3, there are significant gaps in early maths concepts, and they are working at objectives on Key Stage 1 or Lower Key Stage 2 curriculum</li> <li>At Key Stage 4, there are significant gaps in knowledge, and they are securing objectives on the Key Stage 2 curriculum</li> </ul>
<b>Curriculum</b>	<p>At this stage, the pupil will be displaying significant difficulties in managing the demands of mainstream provision, unless supported by skilled, specialist staff.</p> <p>The curriculum will need to be developed with consideration to all previous levels, but provision will need to be able to accommodate a highly individualised approach to learning, personal, social and emotional development.</p>
<b>Additional Support</b>	<p><i>As previous levels with the possible addition of:</i></p> <ul style="list-style-type: none"> <li>A request for an EHC Plan.</li> <li>Elements of specialist provision/teaching within a mainstream setting.</li> <li>Planned training and support to develop self-help and independent living skills.</li> <li>Targeted support and regular review within a multi-agency co-ordinated approach.</li> <li>Cognitive profile assessments are completed to ascertain a clear benchmark.</li> </ul>

Cognition and Learning Needs: Enhanced	
Pupil's Presentation	<p>In <b>EYFS</b>, there is evidence of <b>profound needs</b> which result in a significant delay in meeting expected milestones, so the pupil is following a personalised curriculum. Progress is in very small steps in-line with their developmental age despite high levels of adult support.</p> <p>The pupil will be experiencing <b>substantial, complex, persistent and enduring</b> learning difficulties across all domains:</p> <ul style="list-style-type: none"> <li>• There is evidence of extensive difficulties across a multitude of areas of early learning and development</li> <li>• The pupil is unable to function, participate or engage in most learning activities without adult support.</li> <li>• Learning difficulties may co-exist with a medical condition and/or physical and/or sensory needs.</li> <li>• There is clear evidence of difficulties with retention of learning, or they appear to be consistently losing skills.</li> <li>• There may be evidence of a lack of danger awareness or understanding.</li> </ul> <p>In <b>Key Stages 1 to 5</b>, the pupil has <b>profound needs</b> and is likely to be following a semi-formal curriculum which is personalised to their strengths, motivators, interests and areas for development. Progress is in very small steps in-line with developmental age despite high levels of adult support and they struggle with independent curriculum access.</p> <p>The pupil may have a medical diagnosis or may be on the pathway to a diagnosis of a developmental disability which is life-long and requires multi-disciplinary support. Examples include Global Developmental Delay, Downs Syndrome, Foetal Alcohol Syndrome, Spina Bifida or Fragile X.</p> <p>They experience <b>substantial, complex, persistent and enduring</b> difficulties in the following areas:</p> <ul style="list-style-type: none"> <li>• Cognition and learning remain within earlier developmental levels despite targeted and long-term intervention</li> <li>• Cognitive ability affects other areas of development including: <ul style="list-style-type: none"> <li>– Independence</li> <li>– Play and leisure</li> <li>– Understanding physical and emotional wellbeing</li> <li>– Understanding the world around them</li> </ul> </li> <li>• Consistent and long-term difficulties with cognitive processing skills including: <ul style="list-style-type: none"> <li>– Phonological processing</li> <li>– Verbal short-term memory</li> <li>– Verbal processing speed</li> <li>– Problem solving</li> <li>– Sequencing and organising the steps needed to complete simple tasks</li> </ul> </li> <li>• Identified speech, language and communication difficulties</li> <li>• Significant difficulties in acquiring literacy and numeracy skills despite sustained support from appropriately trained adults delivering evidence-based interventions</li> <li>• Difficulties with fine and/or gross motor control</li> <li>• Memory and processing difficulties</li> <li>• All learning needs to be provided through sensory or physical experience.</li> </ul>
Curriculum	<p>At this stage, the pupil may benefit from the implementation of a semi-formal or pre-formal, highly personalised curriculum which is developed with consideration to their strengths, interests, motivators and areas for development. This curriculum should be developed, and progress reviewed with input from a multi-agency team.</p>

<b>Cognition and Learning Needs: Enhanced</b>	
<b>Additional Support</b>	<p><i>As previous levels, with the possible addition of:</i></p> <ul style="list-style-type: none"> <li>• Staff trained to develop and deliver a semi-formal curriculum.</li> <li>• Highly structured and predictable routines</li> <li>• Individually designed specialist furniture and equipment</li> <li>• Specialist resources to support pupils with profound learning needs</li> <li>• Training for staff to be able to use specialist equipment safely</li> <li>• Support from staff skills in alternative means of communication</li> <li>• Considerable training and support to develop self-help and self-care skills</li> <li>• Regular, ongoing multi-agency involvement in supporting and reviewing the pupil's progress</li> </ul> <p>Working collaboratively with parents to support continuity between home and school</p>

<b>Cognition and Learning Needs: Targeted</b>	
<b>Pupil's Presentation</b>	<p>In <b>EYFS</b>, there is evidence of <b>complex and profound needs</b> which is prohibitive to the pupil's learning and developmental progress.</p> <p>The pupil will be experiencing <b>profoundly compromised functioning</b> across all domains (which is likely to be life-long):</p> <ul style="list-style-type: none"> <li>• They will exhibit co-occurring cognitive, physical, communication and/or sensory difficulties</li> <li>• They may have a bio-medical condition such as sensory impairment, motor impairment, complex medical needs or a dependency on assistive technology</li> <li>• They may have extensive health needs which require medical intervention</li> <li>• They have very limited understanding of language</li> <li>• They have limited intentional communication but may be able to use vocalisations or gestures to indicate basic needs</li> <li>• There may be evidence of a lack of danger awareness or understanding. This could include self-injury behaviours such as banging their head.</li> </ul> <p>In <b>Key Stages 1 to 5</b>, there is evidence of <b>complex and profound needs</b> which is prohibitive to the pupil's learning and developmental progress.</p> <p>The pupil will be experiencing <b>profoundly compromised functioning</b> across the majority of domains, which is likely to be life-long.</p> <ul style="list-style-type: none"> <li>• They will exhibit co-occurring cognitive, physical, communication and/or sensory difficulties.</li> <li>• They may have a bio-medical condition such as sensory impairment, social (pragmatic) communication disorder, motor impairment, complex medical needs or a dependency on assistive technology.</li> <li>• They may have a life-limiting or degenerative condition.</li> <li>• They may have extensive health needs which require medical intervention.</li> <li>• They can only participate with direct, intense adult support for most of the time.</li> <li>• They have very limited understanding of language</li> <li>• They have limited intentional communication but may be able to use vocalisations, gestures, signs or key words to indicate basic needs.</li> <li>• They may need intensive adult support to keep them and others safe e.g. to manage challenging behaviour or self-stimulation.</li> </ul>
<b>Curriculum</b>	<p>At this stage, the pupil would benefit from a highly personalised pre-formal curriculum which is developed with consideration to their strengths, interests, motivators and areas for development. This curriculum should be developed and reviewed with input from a multi-agency team.</p>
<b>Additional Support</b>	<p><i>As previous levels plus:</i></p> <ul style="list-style-type: none"> <li>• Staff trained to develop and deliver a pre-formal curriculum</li> <li>• High staffing ratios to support all aspects of curriculum access</li> <li>• A health care plan and access to medical intervention when required</li> <li>• Working collaboratively with parents to support continuity between home and school.</li> <li>• Multi-agency support is in place.</li> </ul>



## Cognition and Learning Needs: Specialist

<b>Pupil's Presentation</b>	<p>In <b>EYFS</b>, there is evidence of <b>complex and profound needs</b> which is prohibitive to the pupil's learning and developmental progress.</p> <p>The pupil will be experiencing <b>profoundly compromised functioning</b> across all domains (which is likely to be life-long):</p> <ul style="list-style-type: none"> <li>• They will exhibit co-occurring cognitive, physical, communication and/or sensory difficulties</li> <li>• They may have a bio-medical condition such as sensory impairment, motor impairment, complex medical needs or a dependency on assistive technology</li> <li>• They may have a life-limiting or degenerative condition</li> <li>• They may have extensive health needs which require medical intervention</li> <li>• They can only participate with direct, intense adult support for most of the time</li> <li>• They have very limited or no understanding of language</li> <li>• They have limited intentional communication but may be able to use vocalisations or gestures to indicate basic needs</li> <li>• There is evidence of a lack of danger awareness or understanding. This could include self-injury behaviours such as banging their head.</li> </ul>
	<p>In <b>Key Stages 1 to 5</b>, there is evidence of <b>complex and profound needs</b> which is prohibitive to the pupil's learning and developmental progress.</p> <p>The pupil will be experiencing <b>profoundly compromised functioning</b> across all domains, which is likely to be life-long.</p> <ul style="list-style-type: none"> <li>• They will exhibit co-occurring cognitive, physical, communication and/or sensory difficulties.</li> <li>• They may have a bio-medical condition such as sensory impairment, social (pragmatic) communication disorder, motor impairment, complex medical needs or a dependency on assistive technology.</li> <li>• They may have a life-limiting or degenerative condition.</li> <li>• They may have extensive health needs which require medical intervention.</li> <li>• They can only participate with direct, intense adult support for most of the time.</li> <li>• They have very limited or no understanding of language</li> <li>• They have limited intentional communication but may be able to use vocalisations, gestures, signs or key words to indicate basic needs.</li> <li>• They will need intensive adult support to keep them and others safe e.g. to manage challenging behaviour or self-stimulation.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• At this stage, the pupil would benefit from a specialist provision and a highly personalised pre-formal curriculum which is developed with consideration to their strengths, interests, motivators and areas for development. This curriculum should be developed and reviewed with input from a multi-agency team.</li> </ul>
<b>Additional Support</b>	<p><i>As previous levels plus:</i></p> <ul style="list-style-type: none"> <li>• Staff trained to develop and deliver a pre-formal curriculum</li> <li>• High staffing ratios to support all aspects of curriculum access</li> <li>• High levels of adult support for intimate care, mobility, communication, feeding etc</li> <li>• A health care plan and access to medical intervention when required</li> <li>• Working collaboratively with parents to support continuity between home and school.</li> <li>• Multi-agency support is in place.</li> </ul>