

Provision for Cognition and Learning needs

Inclusive high quality teaching ensures that planning and implementation meets the needs of *all* pupils, and builds in high expectations for *all* pupils, including those with SEN. This is a basic entitlement for all children and young people and is underpinned by effective whole school teaching and learning policies and frameworks. High quality teaching is about the day to day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help pupils to move on in their learning. It is about providing both support and challenge in order to enable pupils to achieve more.

Teacher adjustments	Assessment	Targeted support	Specialist provision
In addition to high quality teaching, adjustments are made in the classroom to overcome barriers to learning	In order to identify pupils with SEN and ensure progress for all we continually assess our pupils	Some pupils will struggle to make progress despite high quality teaching and will require additional targeted support to overcome their learning barrier . Some may be placed on the SEN record	For some pupils with SEND we work closely with external professionals
<ul style="list-style-type: none"> ● Implementing personalised strategies laid out in pupil passports ● Teaching a range of metacognitive strategies ● Using assistive resources to promote independence e.g. word banks, visual aids, writing aids, assistive technology ● Alternative means of recording (voice recorder, film) and reduce the need for note taking ● Pre-teaching of vocabulary 	<ul style="list-style-type: none"> ● INDES ● 7C's ● Formative assessment ● Summative assessment ● Information from parents/carers ● Pupil's own views ● Reports from external professionals ● S&L screening ● Nessy screening ● SENCO monitoring of reasonable adjustments 	<ul style="list-style-type: none"> ● Speech and language ● Communication ● Peer mentoring programme ● Pen pals ● Reading eggs ● Nessy ● Handwriting and spelling group ● Additional phonics small group teaching ● Additional maths small group teaching ● Core subject key concepts small group teaching 	<ul style="list-style-type: none"> ● Dyslexia outreach advice and strategies ● Educational psychologist advice and strategies ● Specialist teachers advice and strategies ● SALT advice and strategies ● Occupational therapists advice and strategies ● Sensory support team advice and strategies ● Specialist resource base advice



The Swallowtail Federation of Church Schools
 With friendship, trust and kindness we fly!

(Love your neighbour as yourself, Mark 12:30)

<ul style="list-style-type: none"> ● Giving short, clear instructions one at a time ● Giving short tasks. Complete then review ● Regular pausing to reflect and consolidate through questioning ● Scaffolding with visual prompts and reminders (video, photos, picture cards) ● Helping learners grasp new concepts by relating to real life experiences with use of multi-sensory resources ● Enlarging text when appropriate and or colour coding ● Using colour overlay ● Allowing rest breaks ● Structure personalised clear feedback ● Making reasonable adjustments to the physical learning environment 	<p>in classroom and use of pupil passport</p> <ul style="list-style-type: none"> ● British picture vocabulary scale 3 ● Phonological assessment battery 2 ● Wellcom ● York assessment for reading comprehension ● Working memory rating scale ● Helen Arkell Spelling Test 		<ul style="list-style-type: none"> ● Advice from Norfolk SEND local offer ● Using technology by referring to Access Through Technology
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