

Whole School Provision Map – Cognition and Learning

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP 6.36)

‘High quality teaching, differentiated for individual pupils, 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’ (COP 6.37)

Intent:

We are ambitious and aspirational in our expectations for children with cognition and learning needs. All children will reach their full potential and achieve the best possible outcomes at our school and in their futures. Our curriculum supports children in developing knowledge and skills and applying these independently. Staff use their knowledge, skills and expertise to adapt learning and opportunities for children with cognition and learning needs. This ensures everyone is able to access the classroom curriculum and wider curriculum activities.

Curriculum

Aims for excellence for all
Creativity and collaboration are key features
Concepts revisited over the years
Immersion in curriculum content is key across school
Knowledge rich, with time spent ensuring understanding
Making links in learning
Experiences and opportunities planned to raise aspirations
Skills maps to ensure progression of skills including knowledge and understanding
Reading underpins all learning
Trips, visits and visitors in all year groups

Quality First Teaching (support to access the curriculum)

Pre Teach
Immediate intervention
Colourful semantics
In Print - spellings homework, word banks, reading activities, recording of children’s work
Talking Tins
iPads
Collaborative learning
Dyslexia friendly resources
Writing stations
Working walls (English, maths and topic)
Scaffolding
Vocabulary development – use of In Print, working walls, word banks, talk for writing, paired talk, helicopter stories
Maths manipulatives – Numicon, Base 10
Visual aids
Paired fluency strategy
Slower Learners identification and monitoring
Pupil progress meetings

Interventions

Pre Teach
Precision Teaching
5 Minute Box
Reading Wise
Paired reading
Switch On
Colourful semantics
Numicon
Tailored boosters

Wider curriculum opportunities

After school clubs – sports, drama, choir, dance, games, cooking
In Harmony music lessons
P.E. and swimming lessons
Residential offered to all children Yr2-Yr6
Opportunities for all children to apply for roles such as buddies and school council
Into University for Yr3-6

CPD

Educational Psychologist – Slower Learners project, Lego therapy, 1:1 assessment and support for specific children, SENCO support
Autism Team – colourful semantics and visual aids
Learning Support Team – dyslexia friendly strategies and resources and dyslexia screening training for SENCO
Internal staff CPD in Quality First teaching and specific interventions and resources