

Provision at St George's

Cognition and Learning: General/Moderate Learning Difficulties

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Learning Support Advisory Teacher (LSAT). • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested (for at EHCP). • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have a statement of special educational need then they have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • Pupils will be supported in small groups led by the teacher or teaching assistant more often than children without the same level of need but they will still need to work independently given precisely differentiated activities that they can access. • Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate. • Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. • Specific interventions are put into place to help close the gaps in the child's understanding and help them access an age appropriate curriculum. 	<ul style="list-style-type: none"> • Individual or small group interventions planned by teachers to identify specific difficulties identified • Additional spelling practice • Daily reading and reading comprehension activities 1-to-1 with a teaching assistant or in small groups • Letters and sounds programme • Phonics Intervention Groups • Touch typing activities such as dance mat from the BBC website. • Individual programmes to develop mathematical understanding. • Handwriting intervention • Super sentences intervention • Small group mental maths practice