

Cognition and Learning

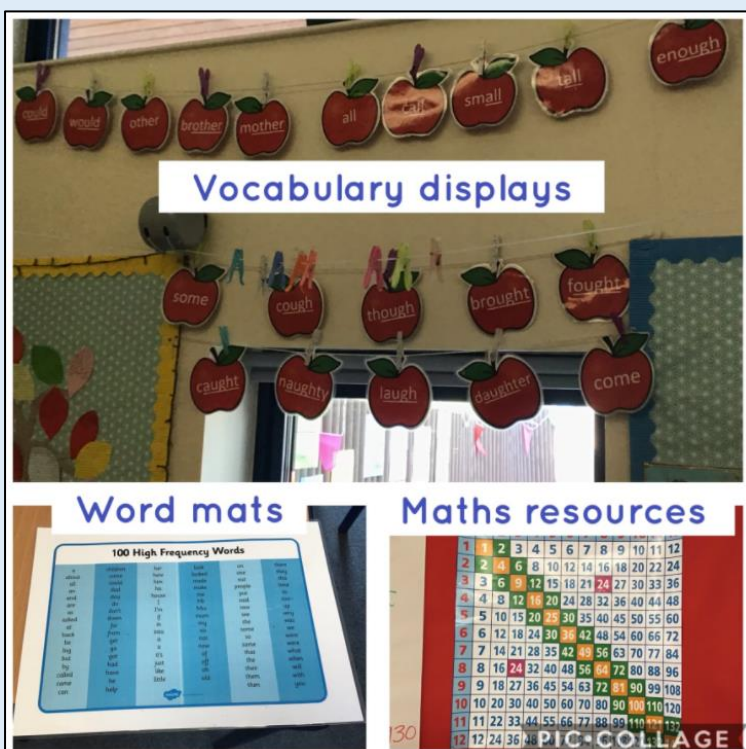
Where children and young people learn at a slower pace than others their age, they may:

- have difficulties with organisation and memory skills and may find it hard to process and retain new information (short or long term memory difficulties).
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy
- have difficulties in learning to read, spell and construct sentences.
- have a specific learning difficulty (dyslexia, dyscalculia).

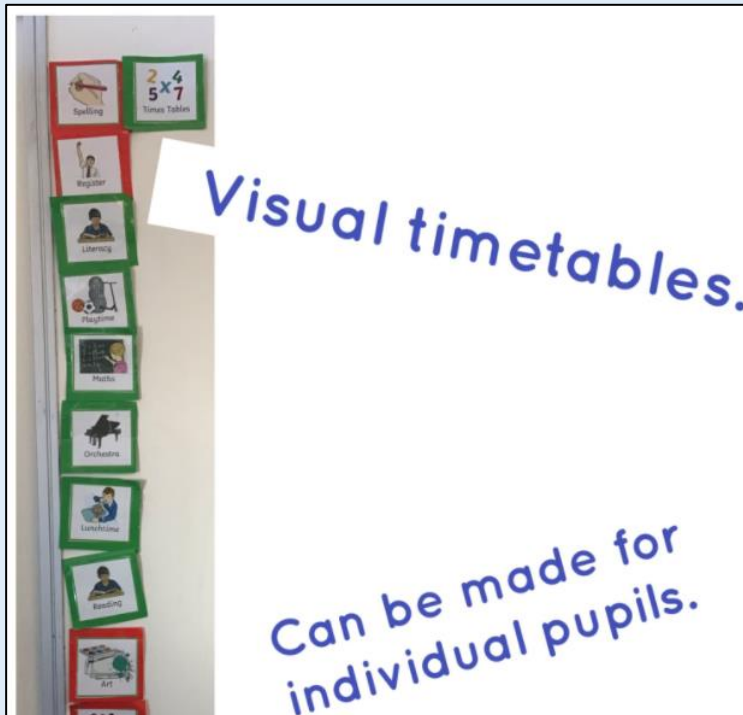
In school, we have a number of interventions and resources in place to support children with cognition and learning needs.

1) Universal provision (all pupils where appropriate)

- Differentiated curriculum, planning, tasks, delivery and outcome
- Lessons to include visual, aural and kinaesthetic learning styles
- Modelling/checklists/writing frames/word banks/dictionaries



- Dyslexia friendly environments
- Relevant real life experience
- Visual timetables/resources



- ICT resources

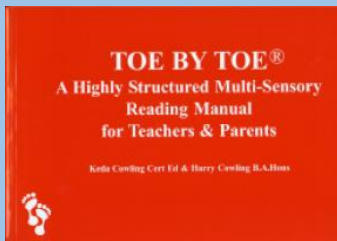
Using technology such as Clicker 7



- Teacher and TA targeted support during lessons.

2) Targeted provisions

Some children require individual or small group interventions and catch up programmes; some of which are:



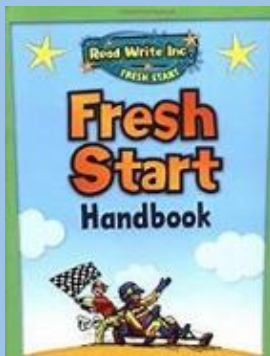
Toe by toe - sounds and spelling



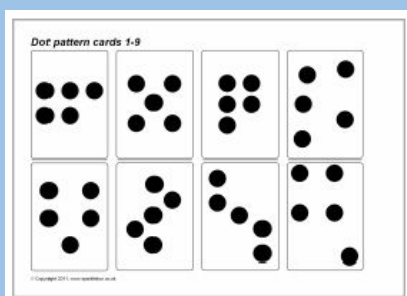
Teach Your Monster to Read - reading, sounds and spelling



Nessy - reading, sounds and spelling



Fresh Start - reading, writing and spelling



Turnabout - helps with developing memory

- Visual overlays and coloured paper/books



- Interventions on an individual level /programme following advice from outside agencies
- Individual targets
- Access to programmes / Provision Specialist teacher/other professionals
- Peer tutoring