Cognition and Learning Path

Pathway Intent:

The cognition and learning path will support children who are struggling to make progress in their learning. These children may have a specific leaning difficulty, such as Dyslexia, Dyscalculia or Dyspraxia. Some learners may have a moderate learning difficulty and have difficulties in learning across the curriculum, requiring support in all or most areas of the curriculum. Attainment for these learners is well below that expected of their peers in all or most areas of the curriculum despite appropriate differentiation and intervention. Quality first teaching and a range of bespoke interventions will help these pupils to make progress in all areas of the curriculum.

Pathway Implementation:

The SENDCo, wider school staff and professionals will ensure pupils are offered a personalised package of support. This may include 1:1, small group or whole class support, involving specific strategies and/or identified intervention linked to a SPLD. For the vast majority of these learners, their needs will be met within a school's delegated notional SEN Budget and by providing appropriate high-quality teaching, adaptive teaching and intervention where the support and intervention is targeted on the specific area of need. Therefore, the needs of most learners with specific learning difficulty can be met without the need for an Education, Health and Care Plan.

Pathway Impact:

Pupils will be supported to engage in the full range of national curriculum subjects. Targeted support will enable pupils to make progress in all areas of the curriculum and to make progress in their specific area of need. Pupils will be taught how to engage, be independent, use a range of scaffolded support strategies and how to ask for support when needed. Most pupils will be able to access the same curriculum as their peers, with reasonable adjustments and scaffolds in place.

Pathway Toolkit:

Some examples of specific support and interventions are; Nessy (dyslexia support), Lexia (reading), Precision Teaching (gaps in basic skills), Numicon (maths difficulties, Dyscalculia), Morph Mastery (reading), scaffolding, chunking, retrieval practice, metacognition strategies.

Universal offer (OAP):	**Targeted:**	**Targeted Plus:**	**Specialist:**
Quality First Teaching • Clear learning objectives. • Explicit teaching of new concepts. • Modelling and worked examples. • Chunked instructions. • Regular checking for understanding. • Opportunities for guided practice. Adaptive Teaching • Flexible grouping. • Scaffolded learning tasks. • Reduced cognitive load. • Alternative recording methods. • Differentiated questioning. Memory and Processing Supports • Repetition and reinforcement. • Retrieval practice. • Visual prompts and reminders. • Use of graphic organisers. • Pre-teaching and revisiting key concepts. • Knowledge organisers Literacy Support • Explicit phonics teaching. • Vocabulary instruction. • Reading opportunities. • Writing scaffolds and sentence starters.	Small Group Teaching • Pre-teaching of curriculum content/vocabulary • Catch-up interventions • Targeted literacy support. • Targeted numeracy support. Additional Classroom Support • Personalised scaffolds. • Task breakdowns. • Additional visual aids. • Structured practice opportunities. • Widget visuals to support vocabulary and spelling development Learning Behaviours Support • Organisation systems. • Checklists and prompts. • Task plans to break down instructions and learning • Attention support strategies. • Self-monitoring tools. Example Interventions Literacy • Catch-Up Phonics. • Reading Fluency Programmed. • Pobble 365 • Reading Plus (targeted) • Toe by Toe.	Individual Learning Plans • Personalised support plan • Curriculum adaptations. • Modified success criteria. Enhanced Classroom Support • Personalised scaffolding. • Reduced task demands where appropriate. • Alternative recording methods. • Assistive technology. Executive Functioning Support • Structured routines. • Visual planners. • Task management systems. • Memory supports. • Organisation coaching. Example Interventions Literacy • Morph Mastery • Precision teaching. • Specialist spelling programmes. • Lexia (KS2) Numeracy • Individual numeracy intervention. • Dyscalculia-informed support. • Concrete and visual mathematics programmes.	Specialist Assessment • Educational Psychology assessment. • Specialist teacher assessment. • Functional assessment of learning needs. Highly Personalised Provision • Individualised curriculum pathways. • Bespoke intervention programmes. • Specialist teaching approaches. • Significant curriculum adaptation. Assistive Technology • Text-to-speech software. • Speech-to-text software. • Reading support technology. • Alternative recording systems. Specialist Teaching • Direct specialist teaching. • Intensive literacy intervention. • Intensive numeracy intervention. • Functional learning programmes.

• Pobble 365 • Place Value of Punctuation and Grammar for sentence support Numeracy Support • Use of manipulatives. • Concrete-pictorial-abstract approach. • Visual representations. • Mathematical vocabulary teaching. • Times Tables Fluency (KS2) • Century Learning (Year 6) Universal Interventions • High-quality systematic phonics. • Guided reading. • Number sense activities. • Precision teaching principles within classrooms. • Retrieval and spaced learning activities. Working Memory Difficulties • Flashbacks at the start of lessons to recap previous learning • Chunk information. • Repeat key points. • Provide visual reminders. • Use memory aids. • Reduce information load. Processing Difficulties • Allow additional thinking time.	• Lexia (working below in Year 2) • Nessy Reading and Spelling. Numeracy • Number Sense Intervention. • First Class at Number. • Numicon • Power of 2. • Catch-Up Numeracy. • Dreambox Maths • Times Tables Fluency (Targeted) Learning Skills • Precision Teaching. • Working Memory Programmes. • Executive Functioning Groups.	Cognition • Working memory interventions. • Executive functioning support. • Metacognition programmes. Specialist Involvement • SENDCo consultation. • Educational Psychology advice. • Specialist teacher involvement/RANS • Advisory teacher support/Dyslexia Monitoring • Frequent progress reviews. • Assess-Plan-Do-Review cycles. • Termly review of learning support plan/target • Pupil voice and parental feedback.	Example Specialist Interventions • Specialist dyslexia programmes. • Dyscalculia intervention programmes. • Personalised precision teaching. • Functional literacy and numeracy programmes. • Structured learning pathways. Multi-Agency Collaboration • Educational Psychology. • Specialist Teachers. • Occupational Therapy where appropriate. • Community Paediatrics. • SEND Advisory Services. • EHCP processes and reviews. Monitoring • Specialist assessments. • Multi-agency reviews. • EHCP outcome monitoring. • Annual reviews.

• Simplify language. • Present information in multiple ways. • Use visual supports. • Avoid excessive instructions. Dyslexia-Friendly Practice • Clear fonts and layouts. • Colored overlays/IWB and paper where appropriate. • Multi-sensory teaching. • Reduced copying demands. • Alternative recording methods. • Reading pens Dyscalculia-Friendly Practice • Use manipulatives. • Explicit teaching of concepts. • Visual representations. • Repetition and overlearning. • Concrete-pictorial-abstract approach. Executive Functioning Difficulties • Visual schedules. • Checklists. • Task planners. • Organisational support. • Structured routines.			