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| **Name:**  **Date of Birth:**  **Current Year Group:** |
| Cognition and learning  Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.  Code of Practice p 97 |

| **Cognition and learning** | |
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| **Reading/ Phonics** | **Y/N** |
| Have hearing and vision been checked recently? |  |
| Is quality first multisensory teaching in place? |  |
| Are structured phonics/ reading programmes in place? |  |
| Are there regular opportunities for pupils to re-cap learning e.g. phonics and recognition of high frequency words? |  |
| Is home reading encouraged and are opportunities put in place for pupils who do not read regularly at home to do this in school/college? |  |
| Has training/ advice been offered to parents about how to support reading at home? |  |
| Is there an emphasis on language/comprehension-based approaches to reading support as well as phonics? |  |
| Has a paired reading approach been utilised with adults or more able readers?  Have adults and students been trained in the use of this methodology? |  |
| Is there explicit teaching of application of reading skills e.g. scanning for key information? |  |
| Are the pupils’ strengths, hobbies and interests used to develop an interest in reading? |  |
| Has the possibility of visual difficulties such as visual stress or tracking difficulties been investigated? Is the use of coloured IWB backgrounds, coloured paper, overlays offered? |  |
| Are pupils with reading difficulties positioned carefully in the classroom with clear sight line of the Interactive whiteboard? |  |
| Has the use of a Reading Pen been investigated? |  |
| Writing/ Recording | Y/N |
| Is writing/recording developed alongside and in partnership with reading? |  |
| Are handwriting difficulties supported using appropriate resources e.g. writing slope, pen(cil) grips, penmanship paper, correct posture and pengrip etc? |  |
| Are fine motor skills and in-hand strength developed using e.g. finger gym? |  |
| Are there repeated modelling/opportunities to practice handwriting,  rainbow writing, use of aids for spacing between words, opportunities to develop patience and stamina? |  |
| Is correct letter formation visually supported e.g using alphabet strips, displays? |  |
| Are pupils offered the option of using an adapted book e.g. with wider lines or an editing line, to support organisation and legibility of writing? |  |
| Do pupils have the option of using a jotter or mini-whiteboard to help them plan ideas for writing? |  |
| Do staff offer pupils the opportunity to talk through their ideas for writing before starting? |  |
| Is the recording of ideas supported using e.g. drafts, writing frames, mind-maps, assistive technology, well-directed teaching/learning support assistants, able scribes etc? |  |
| Are alternative forms of recording used and being investigated e.g. laptop/ipad/study skill software found within Office 365; dictate? |  |
| Do pupils have enough space to work comfortably, using any equipment needed? |  |
| Spelling | Y/N |
| Is quality first multisensory teaching in place? |  |
| Are structured phonics/ spellings programmes in place? |  |
| Are there regular opportunities for pupils to re-cap and practise spellings? |  |
| Are spellings that have been learned displayed visually around the classroom e.g. on displays, word mats? |  |
| Spelling | Y/N |
| Are spellings given to be learned appropriately differentiated? |  |
| Are multi-sensory resources and methods used to support the learning of spellings; use of wordlists, spelling books, technical glossaries, root words, ‘word-building’, word families; develop knowledge of morphology and etymology; pre-teaching of important vocabulary? |  |
| Have pupils been shown a variety of ways to learn spellings e.g. Look cover write check, rainbow writing, mnemonics, underlining tricky parts of the word? |  |
| Have pupils been encouraged to develop their own personalised method for learning spellings? |  |
| Is there access to appropriate resources to support spelling e.g. ACE dictionary, Spell checkers? |  |
| Does marking encourage pupils to check or correct spellings? |  |
| Does marking identify words that a pupil is regularly misspelling and encourage the pupil to learn this spelling? |  |
| Is positive marking used to maintain self-esteem and focus on key areas of development for an individual pupil? |  |
| Maths | Y/N |
| Are ‘hands on’ resources used e.g. number lines, objects, counters, Numicon, Cuisenaire Rods? |  |
| Is an understanding of maths facts reinforced using ‘hands-on’, diagrams, models etc? |  |
| Are facts and concepts taught regularly re-capped to aid retention? |  |
| Are maths processes and concepts visually reinforced using e.g. a maths working wall, displays, maths mats? |  |
| Are maths concepts made real and relevant for pupils by linking them to  their everyday life? |  |
| Do pupils have the option of using a book with larger squares to support their organisation of work? |  |
| Working memory/Processing/Executive functioning | Y/N |
| Do staff use pupil’s name and establish eye contact before giving instructions? |  |
| Are instructions clear and simple? Are longer instructions broken down and given one at a time? |  |
| Are tasks clearly explained, modelled or scaffolded? Do staff check for understanding by asking a pupil to explain what they need to do in their own words? |  |
| Working memory/Processing/Executive functioning | Y/N |
| Are instructions visually reinforced e.g. through bullet-points, a worked  example? |  |
| Are opportunities provided for pupils to jot down key points/instructions?e.g. through use of mini whiteboard |  |
| Is unnecessary copying avoided? |  |
| Are visual timetables used, personalised if necessary; ‘now and next’ prompts, learning mats etc. to support organisation and independent learning? |  |
| Is learning broken down into small steps, using a task planner? |  |
| Are the expectations of each task made clear? |  |
| Is new learning linked with what the pupil already knows e.g. use of a Mind Map at the start of a lesson to review what student already knows? |  |
| Do pupils have the opportunity to ask for help if needed, once work has started? |  |
| Are multiple examples of new concepts provided with examples taken from real life rather than talking in the abstract? |  |
| Is there a visually supportive learning environment? |  |
| Are timers or visual reminders used to show pupils how much time they have to complete a task? |  |
| Is new or difficult vocabulary clarified, displayed and referred back to? |  |
| Are students given appropriate processing time or opportunities to talk with a talk partner before answering a question? |  |
| Is there explicit teaching of strategies to minimise the impact of limited working memory e.g. use of pen and paper for jotting ideas; memory games such as Kim’s Game or Pelmanism, strategy games such as Connect 4? |  |
| Are pupils given the option of using a quiet work area/ ear defenders/ work screen to support their focus and attention? |  |
| Are pupils given the option of using a wobble cushion to support their focus and attention if they struggle to sit still? |  |
| Attitude to learning/ Self-esteem as a learner | Y/N |
| Are efforts praised as well as the final product? |  |
| Do marking policies celebrate the positive aspects of pupils’ work and give targeted feedback about how their work can be developed and improved using achievable next steps? |  |
| Is work differentiated appropriately to make it accessible for all learners? |  |
| Do all pupils have some opportunities to work independently? |  |
| Are the different strengths and interests of pupils valued? |  |
| Are pupils given opportunities to use their strengths and interests? |  |
| Are pupils encouraged to develop their own methods for learning and to think about how they learn best (metacognition)? |  |
| Are there opportunities for ‘mixed ability’ working? |  |
| Are mistakes used positively as a way to learn? |  |
| Are pupils’ efforts praised and their thinking valued? |  |
| Do all pupils get an opportunity to work with the teacher during the week? |  |
| Is homework differentiated in order to present an equal level of challenge to all pupils? |  |
| Are all pupils included in the classroom? |  |